

The Introduction of Transition Education
into the Campania District High School

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copy
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ABSTRACT

The plight of the rural school leaver suggested the need for a better preparation of students leaving the Campania District High School. In 1980 a case to support the introduction of a transition education programme was prepared. The various alternatives which were available to overcome the problems of transition from high school to beyond were investigated and these included careers education, transition education, work experience, link courses and vocational education.

The small size of the Campania District High School proved ideal for the smooth implementation and ready monitoring of this innovation. The evaluation process used was informal and based upon feedback from all the individuals concerned and the ultimate destination of the students.

The experience gained from the programme has given rise to certain policy recommendations. The main areas being that a formal programme of Transition Education should be introduced into District High Schools. Such a programme should be taught as a separate subject and administered by a senior member of staff. Transition Education should commence as early as grade 7 and include work experience for both grade 9 and grade 10 country students.

CHAPTER 1

INTRODUCTION

The Campania District High School is a small rural school of approximately two hundred students serving the Richmond, Tea Tree, Colebrook and Campania regions in southern Tasmania. The school has classes from kindergarten to grade 10 with approximately eighty of these students being in the secondary grades.

In 1980 research literature indicated that the chances of rural students in Tasmania proceeding with further education or gaining employment were considerably lower than those of their urban counterparts (Behrens, 1975, 1978, Madden, 1980, Stoessinger, 1980, 1982). This fact, together with worsening unemployment and declining rural employment (Horn, 1975, Behrens, 1978) represented a gloomy picture in terms of opportunities for rural school leavers.

This case study is a description of the transition education programme which was progressively introduced into the secondary grades at the Campania District High School beginning in 1980.

The early chapters examine the unemployment and further education situation with reference to the rural scene and discuss the role of education in this situation.

The emergence of transition education in Australia is outlined and the options which are available courses of action are compared. This leads into a discussion of one practical aspect of transition education, work experience, and the means by which such a programme can be established and maintained.

Having presented this background the discussion turns more specifically towards the type of programme which was instituted at the Campania District School. This is exemplified with the inclusion of two

typical units from this programme.

Evaluation of the effectiveness of the transition education programme is examined and this has been achieved largely by feedback and, where available, a comparison of the Campania District High School statistics with Australian and Tasmanian figures.

It is emphasized that the transition education programme was not instituted solely as a device to reduce unemployment and increase the retention rate to further education of the students at the Campania District High School. On the basis of statistical comparisons, however, this has happened, but the extent to which the transition education programme has contributed to these improvements cannot be proven.

CHAPTER 2

UNEMPLOYMENT AND THE RURAL SCENE

Unemployment Rates

During the mid 1970's Australia emerged from 20 years of almost continuous economic growth and full employment to face increasing inflation and unemployment. This was a situation unknown since the Great Depression of the 1930's and, in terms of the number unemployed, more severe. (Table 1)

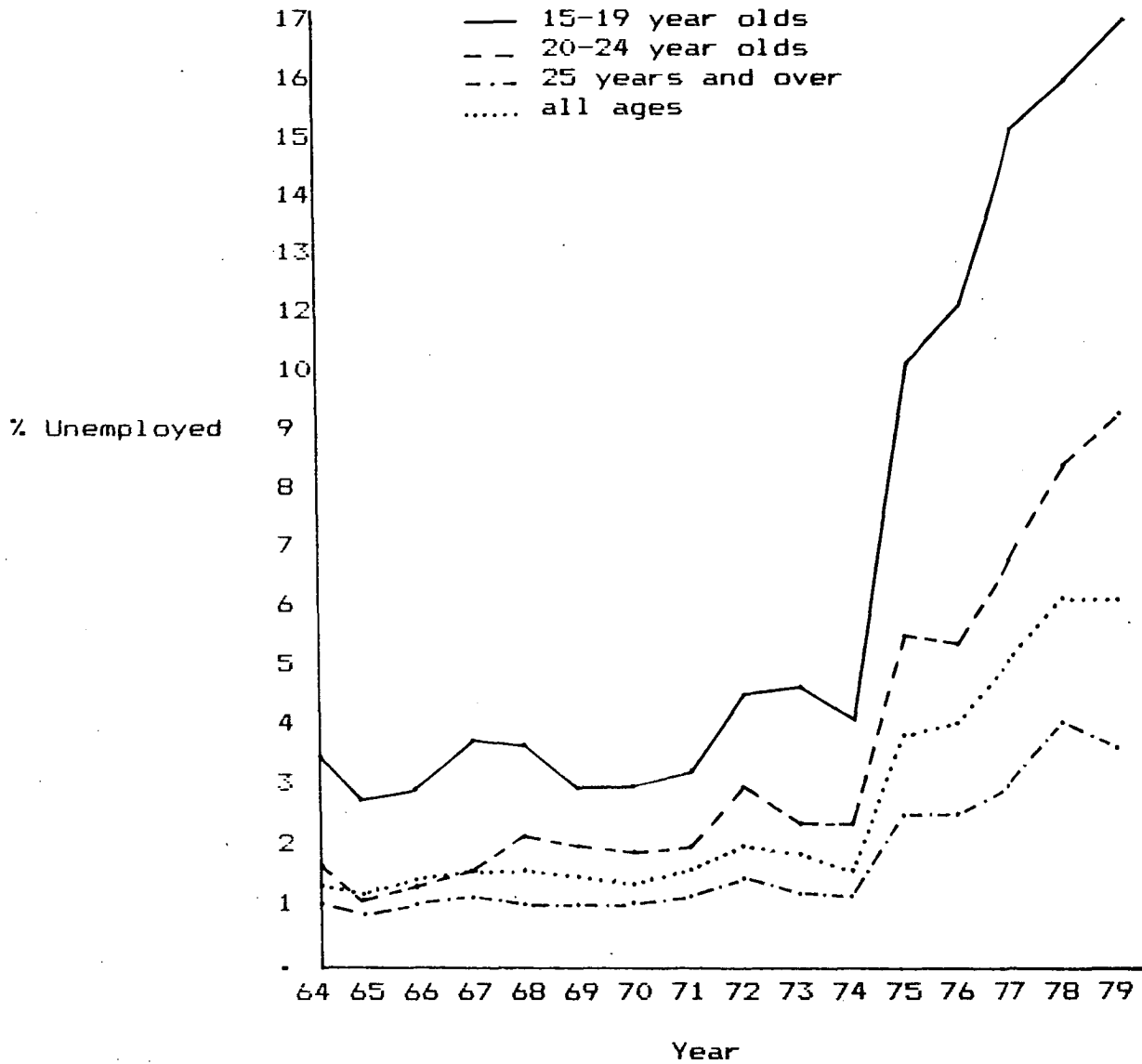
Table 1: Comparative unemployment for 1979 and 1932-33

Unemployed %	Jan-Feb '79 peak '32	7% 29%
Number unemployed	Jan '79 census '33	493,516 480,000

(Source - Windschuttle, 1980, 9)

This current spate of unemployment is being felt most amongst the 15-19 year-old age group of school leavers (table 2). The increase in the rate of unemployment amongst the various size group categories is shown quite dramatically in table 3 on unemployment rates by age in Australia from 1964 to 1979. This shows an increase in the percentage of unemployed 15-19 year-olds from 3.4% in 1964 to 17% in 1979. This is closely rivalled by the increased unemployment in the 20-24 year-old age group from 1.7% in 1964 to 9.3% in 1979. The relationships between increased unemployment during this period and age grouping can be more clearly seen in a graphical interpretation (figure 1).

Figure 1: Unemployment rates by age, Australia 1964-1979



(Source - Australian Bureau of Statistics, 1979)

Table 2: Unemployment rates by age, Australia, November 1979.

Age	Unemployment rate %
15	*
16	20.0
17	16.0
18	12.9
19	11.1
20	10.5
21	9.7
22	5.4
23	7.7
24	5.9

The unemployment rate for 15-19 year-olds does not include those persons who are attending school.

* subject to sampling variability too high for most practical uses.

(Source - Australian Bureau of Statistics, 1979).

Table 3: Unemployment rates by age, Australia 1964-1979

Year	15-19 years	20-24 years	25 years & over	All ages
May 1964	3.4	1.7	1.0	1.4
1965	2.8	1.1	0.9	1.2
1966	3.0	1.3	1.0	1.4
1967	3.8	1.6	1.1	1.6
1968	3.7	2.2	1.0	1.6
1969	3.0	2.0	1.0	1.4
1970	3.0	1.9	1.0	1.3
1971	3.3	2.0	1.1	1.5
1972	4.6	3.0	1.4	2.0
1973	4.7	2.4	1.2	1.8
1974	4.2	2.4	1.1	1.6
1975	10.1	5.6	2.5	3.9
1976	12.1	5.4	2.5	4.1
1977	15.2	6.9	3.0	5.1
1978	16.0	8.5	4.1	6.2
1979	17.0	9.3	3.7	6.2

(Source - Australian Bureau of Statistics, 1979)

The unemployment situation within Tasmania is even more acute than that within Australia overall. Whilst the 1979 November unemployment rate for 15-19 year-olds within Australia is 17% the figure in Tasmania is slightly higher at 18.5%.

Trends in School Retention Rates

The retention of students to grade 10 has shown a steady increase within Tasmania from 58.9% in 1968 to 86.9% in 1979 (table 4).

Table 4: Grade 10 Retention Rates - Tasmania
(percentage of all secondary school entrants remaining to grade 10)

Year	1968	1971	1973	1975	1977	1979
Grade 10 %	58.9	70.9	78.9	79.6	82.3	86.9

(Source - Madden, 1980 - table 1)

During the same period the retention of students to grade 11 has shown an increase from 19.6% to 32.0%. Subsequent to this, however, there has been a slight decrease in the percentage of students continuing to grade 11 (table 5).

Table 5: Grade 11 Retention Rates - Tasmania
(Percentages of all secondary school entrants remaining to grade 11).

Year	1968	1971	1972	1974	1976	1978	1979	1981	1982
Grade 11 %	19.6	26.5	30.4	31.2	31.9	31.7	32.0	26.9	27.2

(Source - Madden 1980, table 2 and Forms 167, Research Branch, Education Department of Tasmania, 1980-82)

Comparing the Tasmanian situation with the remainder of Australia it can be seen that Tasmania has one of the lowest retention rates of students to grade 12 (table 6).

Table 6: Retention of students entering government and non-government secondary schools; percentage of Year 7 cohort in Year 12 by State or Territory.

Year	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	AUST
1979	34.7	32.0	37.7	36.9	34.0	25.6	22.2	69.6	34.7
1981	32.9	33.1	38.7	38.9	35.0	26.7	18.0	67.9	34.8

(Source: Australian Bureau of Statistics, Schools Australia 1981 (Ref. No. 4202)
Schools Commission, Statistical Bulletin, December 1980).

It is not the intention to here hypothesise about the causes of the differences in these figures but merely to offer them as a contribution to an overall picture of the plight of the school leaver. One obvious trend is that fewer students continue and complete their education to year 12 in Tasmania than in the majority of other Australian states.

The retention of students to grades 11 and 12 may act as a source of hidden unemployment (Windschuttle, 1980,246) with students remaining, or forced to remain, at school because there is little chance of gaining

meaningful, long-term employment. The pressure for increasing credentialism and competition in the job market also has a considerable influence with many employers seeking increased qualifications from new employees. This places increasing pressure upon students to remain at school in order to obtain the qualifications now required in order to obtain the job of their choice.

The Rural School Leaver

The retention rate to grade 11 for country high school students in Tasmania is lower than for their urban counterparts (table 7). This can be accounted for in part by the disjunction between high school and college with the necessity for students to seek education outside their own locality and, to no small degree, parental and community attitudes in rural areas to education beyond high school.

Table 7: Tasmania - Urban and Rural Year 10/11 Retention Rates, for Government Schools 1980/81 and 1981/82.

	Year 10/11 Retention Rate 1980/81	Year 10/11 Retention Rate 1981/82
URBAN	30.6	30.7
RURAL	15.9	17.1
TOTAL	26.9	27.2

(Source: Forms 167, Research Branch, Education Department of Tasmania, 1980-1982).

This situation is also likely to be compounded by the changing structure of the Australian labour market and the decreased employment opportunities in the rural sector (table 8). Whilst the majority of other industries have shown a growth in the number of employed the opposite is true for the rural industry where there has been a decline.

Table 8: The Changing Structure of the Australian Labour Market by Selected Industries 1947-1971 (Percentages)

Industry	Proportion of Total Work Force		Change
	1947 %	1971 %	1947-71 %
Rural	16	8	-19
Mining	2	2	+40
Manufacturing	27	24	+47
Construction	9	8	+62
Public utilities	1	2	+185
Transport	10	8	+23
Commerce	14	20	+139
Finance	3	4	+164
Professional service	11	20	+194
Personal service	7	4	+17
Total change in workforce			+167

(Source: Horn, 1975, 53).

The same trend in the changing occupational structure is evident in job mobility within Tasmania (table 9). Whilst mobility in manual jobs has remained relatively steady and there has been an increase in non-manual jobs there has been a move away from farm employment.

Table 9: Changes in Occupational Structure:
Tasmania and New South Wales

Occupational division	Tasmania		New South Wales	
	Fathers %	Sons %	Fathers %	Sons %
Non-manual	19	30	21	29
Manual	61	60	62	63
Farm	20	10	17	8
Total	100	100	100	100

(Source: Behrens, Schooling and Work, p. 29)

The plight of school leavers in the country is not a happy one. The Poverty Inquiry (1976, 70) found that 'country children are not able to enter stable and rewarding occupations and embark upon careers to the same extent as city children.'

With reference to Tasmania, Behrens et al (1978, 143) in the Huon Valley Study conclude that 'children from district schools are more likely to leave school early, be confined to unskilled jobs and suffer unemployment' and 'they are less likely to attain high status positions in Australian society' (op. cit. 141).

In another study Behrens (1975, 38-39, 53-54) also concluded that country children's entry to post secondary education was considerably diminished (see also table 7) and there was a high level of migration of young people from the country to the city.

Whilst this situation is of itself serious enough there are a large number of social consequences which are also disturbing. The problems confronting unemployed youth are not only economic in nature, for among the consequences are psychological and sociological factors which are likely to create additional and long-lasting problems for society

(Windschuttle, 1980, 58-60, 221). There is increasing demoralization which correlates with unsuccessful attempts to locate opportunities. The failure syndrome sets in until a demoralized stage is reached when there is a rejection of the establishment and the norms of society. This is quite well illustrated by Miller (1980, 182) in the increasing crime rate which shows a 234% increase in crime amongst the unemployed as against a 40% increase among the employed.

Unemployment does not have to be experienced to exert its negative influence. This is nowhere better exemplified than in the schools where changing attitudes have become manifest. Students realizing the prospects which face them upon leaving school react in diverse ways. No reaction is more alarming, however, than that expressed by the comment 'Why bother anyway? I still won't get a job.' This bleak outlook and the consequent lack of motivation have serious negative effects on the outcomes of education within the schools.

At no stage in recent times has the challenge for transition education been laid so firmly at the doorstep of education - a challenge which must be met not just for the sake of the individual but for the future of society.

CHAPTER 3

EDUCATION UNDER ATTACK

In an attempt to explain away the increasing level of unemployment, and especially the large proportion of youth unemployment, it is inevitable that some will search for a scapegoat. Education has been required to take its turn along with many others. Criticisms have been levelled at the schools from all quarters for, amongst other things, their inability to turn out a product which is immediately employable, for the general decline in standards of literacy and numeracy and ultimately for youth unemployment.

'The first reason why the school-leaver is unable to get a job is his teacher' is quoted by The Australian (14 January, 1978) as a reason for youth unemployment. But more damaging are the comments from within the ranks of the educationists. Comments such as those of the Professor of Physics at the University of Sydney, Harry Messel, who has openly advocated less expenditure upon education because of the inability of schools and universities to give people basic literacy and job qualifications (Sydney Morning Herald, 27 February 1978, 15).

Criticism that the general standard of education is declining is not borne out by research. The Australian Schools Commission (1977) has conducted research which indicates an increase in the general level of education today. In addition to this the retention rate of students to higher levels of secondary schooling has shown a steady increase during the 1970s which peaked in Tasmania in 1979 and has since begun to level out (table 5).

The participation in post-secondary education in Tasmania has shown an increase between 1975 and 1981 (table 10). Such an increase in the proportion of individuals continuing on to higher levels of education is not consistent with the argument that the general standard of

education is declining.

Table 10: Regional Participation Rates in Higher Education, Tasmania, 1975 and 1981.

	University		TCAE		Total	
	1975	1981	1975	1981	1975	1981
	%	%	%	%	%	%
South	11.2	15.9	6.3	2.3	17.5	18.2
North	-	3.3	-	7.8	-	11.2
North West	-	3.9	-	4.3	-	8.2
North/North West	3.6	3.6	4.1	6.2	7.7	9.8

(Source: Behrens, N.L. Educational Participation and Geographical Location. Education Department of Tasmania, May 1983.)

The Qualifications Scramble

Some references see this increased participation in education as a process designed to produce a professional elite at the expense of equality of opportunity (Hartnung, 1976, 3). Whilst this may still be true, and it is a controversial argument that has not greatly diminished with the passage of time, the large proportion of Australians view education in a different light. Considerable evidence exists that employers use formal qualifications as a screening device (Berg, 1970, 88; and, Karmel, 1977) and there can be no doubt that the degree of formal training required for many jobs is increasing whilst the nature of the work remains essentially the same. Australians generally accept the dictum 'the more education the better' and encourage their children to play their part in the qualifications - employment cycle (Gilmour and Lansbury, 1978).

It is apparent that academic qualifications or 'school credentials' are used as a preliminary screening device in deciding the eligibility of individuals for certain types of jobs. This is despite the complaints of employers about the irrelevance of many educational qualifications for the jobs that are available.
(Gilmour and Lansbury, 1978, 204)

The tendency for employers to require increasing educational qualifications has a number of important and serious ramifications. As has already been stated there has been an increase in the proportion of the school population proceeding to tertiary education. The large number of graduates being turned out by the tertiary institutions is, however, competing for jobs which have not increased at the same rate as the number of graduates. It was inevitable, therefore, that graduate unemployment should rise.

Table 11: Graduate Unemployment in Australia (by percentage)

	1974	1975	1976	1977	1978
% Unemployed	1.5	3.6	4.3	4.4	5.4

(Source - Graduate Careers Council of Australia, 1978, 3).

Professor Harry Messel sees this increase in the unemployment of graduates as a result of the increase in humanities graduates at the expense of the technical courses such as science and engineering. He has claimed 'universities are increasing the sizes of their arts faculties and the people who do these courses are the unemployables' (Sydney Morning Herald, 4 June 1977, p. 1).

A changing attitude to university graduates is expressed by R. H. Carnegie, Chairman of the Australian Branch of the multinational Conzinc Riotinto:

No longer is a degree or diploma an executive meal ticket. In many cases new graduates will have to accept positions at lower levels to gain experience and to prove their ability in a practical environment. In the United States it is common to find foremen who are graduates. Graduates are still essential to Australian companies but they will be faced with a training and evaluation period far more testing than in the past.
(Graduate Outlook, 1977-78).

Jobs - Who Misses Out?

The surplus of qualified people, like all others who are unemployed, need to find jobs. They drift into jobs which they consider to be below the level of their training and in so doing set in motion a new set of requirements for future employees. The public service, insurance companies, retailers and others who once employed almost all their staff straight from school, in recent years have taken graduates with the aim of fitting them for middle and top management positions (Kidd, 1977, 3-4).

What then becomes of the school leavers who have been displaced in this manner? They in their turn accept the best of the remaining employment opportunities thus encroaching upon areas previously the domain of the lesser qualified school leaver. (Windschuttle, 1980, 247). It is conceivable that this process filters down the line with the result that those who miss out on a job are those with the least qualifications and little or no previous working experience (unpublished CES statistics, Bellerive).

In such a manner the high level of unemployment among school leavers has arisen. The question then arises - can the school be blamed for the high level of youth unemployment when the situation is such that there are insufficient jobs? When job vacancies are as few as they are at the present time, in relation to the number seeking to fill these vacancies, then unemployment must exist regardless of the level of

education among the job seekers.

Education for Unemployment

The implications of the foregoing arguments are not such that education is completely blameless. The decrease in the standard of education, however, is not a reality (Hawke, 1977; Schools Commission, 1977; OECD, 1977, 43, 51) and cannot be held responsible for the present level of unemployment. It is the labour market, not the education system, which has changed. Its ability to absorb the large numbers of unqualified and early school-leavers has declined (Windschuttle, 1980, 237).

Schools are still under attack, however, on the grounds that the nature of the education they are providing does not equip youth for employment. Many employers are urging that education needs to be more relevant to what they consider to be its goal of producing workers for the labour force, thus producing more suitable job applicants.

Whilst employers complain about the irrelevance of many educational qualifications they are the ones who are placing a heavy emphasis upon credentialism (Berg, 1970, 88; Karmel, 1977; Gilmour and Lansbury, 1978, 204). The Schools Commission (1977, 3) has observed that school performance provided the only evidence available in simple form about the quality of applicants, evidence of their general level of education and of their degree of success in a fiercely competitive system and evidence of their ability to work hard over a long period.

The Schools Commission (1977, 3) has argued against an emphasis on vocational education on these grounds. They fear that because of well-established social attitudes of parents, students and teachers many of the students from working-class families and disadvantaged groups would be streamed into general education and vocational courses. Whilst students

might be given the choice it would be difficult to counteract the attitudes of the significant others - the lower expectations of parents from poor socio-economic backgrounds and the influence, direct or otherwise, of the teachers. The eventual outcome would be to further disadvantage students from poorer socio-economic backgrounds and thus reduce social mobility, in effect defeating a major purpose of the scheme.

Secondly, a change of emphasis in the philosophy of education expressed via the nature of the curriculum would, in this case, be undesirable. Schools represent the attitudes expressed by the majority of society that social mobility is desirable. To this end schools should emphasize those aspects of the curriculum which result in academic success leading to the high-status professions. Changes in the curriculum which might devalue the success ethic of schools would be resisted by social forces operating to maintain the established hierarchy.

Thirdly, in the present, rapidly-changing, technological society it is important that schools produce students with general skills and flexibility. An over-zealous commitment to vocational education to the extent that students are trained in specific skills, could see schools turning out workers with skills which are already obsolete before they join the work force. It is important that workers have a general education and the flexibility to adapt to the increasing rate of change in modern technology.

The attitudes towards an emphasis on vocational education expressed by the Schools Commission are further supported by research. Studies conducted to evaluate the effectiveness of vocational education record negative findings. Reubens (1976), for example, reported that the initial employment record of graduates from vocational programmes was no better than for graduates from academic courses and in the long run, was much

worse.

Other studies cited by O'Toole (1975, 30) have shown that most employers require school leavers to possess skills which are general rather than specific. They want workers with a good background of the basics who can acquire new skills quickly, are highly motivated and can interact with other workers in a spirit of co-operation. The skills which foster this adaptability are the result of a liberal education not a vocational education which promotes specific skills.

Despite arguments against an over-emphasis on vocational education there is one sad and disconcerting argument which remains. For the immediate future vocational education is not going to produce more jobs, it will simply produce a more vocationally educated class of unemployed.

Some educationists are still committed to the principle that education is concerned with the development of the individual and with his role as a social being. Preparation to fulfill a worthwhile function in the work-force is only one aspect of education. Other aspects which are equally important are developing an understanding of complex issues, participating in and contributing to the cultural life, and, of course, developing his own personality (Jochimsen, 1980, 25).

Education for Today's Social Realities

Under the existing circumstances it can be argued that schools should be preparing students for the environment they shall encounter when they eventually leave school. This implies that many of the present social attitudes concerning the right to employment and the relationship of qualifications to the nature of the work undertaken need to be dispelled. In-so-doing it is essential that those attitudes be replaced with currently more relevant ones.

School leavers must be familiarized with the employment situation that really does exist, they must not be led to expect a situation which

once existed many years previous. Students need to be inculcated with attitudes which will hold them in good stead in the face of the economic and employment climate which they shall encounter. A well held expectation which cannot be realized because of no fault of the individual is a sure road to discontent and disillusion. If there is to be a large body of unemployed youth it is better that, as a whole, they are aware that it is no fault of theirs that they are unemployed and perhaps they can gain consolation and contentment in this. This latter situation is far preferable to that which gives rise to a cult of angry, disillusioned and discontented youth.

At present education is divided on the approach it should adopt in this respect between the realists who want to 'tell it as it is' and those who claim that alarmist teachings of this kind may be counter-productive.

The fact remains that the lower 30% of the school population is not being served effectively by many of the middle-class oriented learning institutions. They are effectively caught in a desperate Catch 22 situation. If they leave school in search of work, which is not available, and enrol for social security they become labelled as 'dole bludgers', and if they are not academically inclined, but return to school, they find that the education offered is tailored for the academic elite and are not able to cope (Miller, 1980, 187). This is the real challenge to which education must address itself.

CHAPTER 4

THE EMERGENCE OF TRANSITION EDUCATION

Many Australians assume that there exists an open and competitive labour market which effectively distributes jobs to people on the basis of their qualifications and skill. However, many school leavers join the work-force with little knowledge about available jobs and without any basic skills. Often they are the victims of irrelevant school curricula, poor vocational counselling, and inadequate manpower planning. (Gilmour & Lansbury, 1978, 195).

Educationists, politicians and employers have become increasingly involved in the debate as to the responsibility of schools to prepare students for work. Whilst critical discussion and debate of this nature offer the opportunity to express opinions and more fully analyze the situation, it could be argued that many people are missing the point. Regardless of the type or quality of education it always has had a role in preparing students for work, albeit different in nature from that envisaged by many.

An Historical Perspective

A very brief historical account of educational provisions may elucidate the intertwined relationship which exists between education, work and the character of society.

In earlier times the emphasis was largely upon education for work. Master craftsmen and tradesmen trained apprentices to carry on their trade, monasteries prepared students for the clerical life and a more classical and liberal education was provided via schools or private teachers for those whose responsibility it was to govern or provide leadership.

The nineteenth century was characterized by ever changing conditions in both industry and trade. Education thus assumed the new responsibility of providing a literary-type education for the masses which was designed to provide the work-force with the necessary skills and

education needed to cope with those changes. More so than ever before the rights of the individual also became an increasingly important issue in the consolidating democracies. Schooling now took on a more significant role in the education of individuals as it came to serve a dual function: the provision of education and skills necessary for work but also, and more significantly, the means towards personal development and the opportunity for upward social mobility.

The social and industrial expansion of the post-war decades was accompanied by a rapid increase in the provision of tertiary education as educational qualifications became more firmly entrenched as the means for upward social mobility. During all this time very little was heard about the transition from school to work but many students experienced personal problems. Those problems were not seen as social problems however, but rather the concern of the individual students and their families.

Equality of Education

Equality of education became an important social issue and it was apparently a matter of common sense that it should exist. But what did it really mean? Equality of access to education meant that everyone would be provided with the means whereby they could participate in the education process - and all other things being equal would succeed on the basis of ability or application.

To others however equality of opportunity in education meant something completely different - equality of treatment. This implied that regardless of ability students should be exposed to the same education process with neither positive nor negative discrimination for the more or less able.

Another group determined equality of education to mean an equality of outcome. That is, discrimination should be applied in favour of the less able (in terms of ability and opportunity) to provide them with the

means whereby they might succeed in the education process. In many instances this resulted in a considerable increase in an educational commitment to areas such as remedial, slow-learner and special education.

The reality of the myth of equality of opportunity in education was then exploded as it was realized that education institutions, with their prevailing middle-class values, were reinforcing the inequalities of the social structure and unwittingly promoting discrimination. Transition programmes, such as work experience and careers education, were introduced in the late 1960's in an attempt to meet the needs of students for whom schools were not catering adequately.

Transition Education Begins

The roots of career education in Australia can be traced back as far as the vocational guidance movement of the 1920's. For the most part this was a rather haphazard affair offered by teachers and consisting of little more than a brief interview based on vocational test results and a series of career guidance pamphlets.

The first real step forward towards the development of careers education was the provision of vocational information written into the Victorian social science syllabus of 1955. This was the first occasion where all students in schools within a particular area were exposed to careers' information in an organized manner.

The late 1960's and early 1970's saw a great degree of agitation for increased career information, some of it backed by social research providing evidence of the ill-preparedness of students, and the demand that there should be more subjects that are useful in a job. Some schools took the initiative of creating their own guidance programmes with the aim of developing a greater understanding of the world of work, but it was the collaboration of disgruntled careers teachers in the mid-1970's which laid a firm foundation for the further development of career education.

In 1974 the Victorian government passed its Education (Work Experience) Act, subtitled 'An Act to enable pupils of schools to obtain work experience as part of their education'. During the same year teacher training courses in career education were introduced in Victoria - one a pre-service course and the other a post-graduate diploma. In the A.C.T. a careers teacher was appointed to the position of A.C.T. Careers Liaison Officer by the Interim School Authority of 1974.

In 1975, following in-service training, eleven teachers were chosen in Victoria to implement career education programmes into their high schools. In the A.C.T. Watson High School also offered its first career education course to students.

In 1976 the Department of Education in South Australia produced a Career Education Project which was trialled in selected schools later in that year. In New South Wales that year, in response to lobbying from Angela Glover, the Director of Secondary Education sent a circular letter to all school principals, pointing out the need for greater time and facilities for careers advisers to implement the new 'developmental approach' to career preparation. An experimental career education programme was also tested in Western Australia in 1976, and career education programmes were introduced into several more A.C.T. schools and two of the senior secondary colleges.

The first National Career Education Conference was held in May 1977 and was attended by representatives from all states and the Northern Territory. The conference produced a lengthy report (Hart, 1977) and a submission to the Curriculum Development Centre (Career Education Association of the A.C.T., 1977) recommending the co-ordination of career education at a national level, defining career education for curriculum purposes and commenting upon community involvement, and development of curriculum information needs and the establishment of a clear role for the

careers teacher.

Over the past few years career education resources have multiplied across the nation. In addition to the large number of career education programmes for the average student there have been developed special career education materials for Aboriginal students, a programme for correspondence school students, career education programmes for country students and early school leavers. New South Wales, Victoria, Queensland, Western Australia and Tasmania have produced guides for introducing and conducting work experience programmes in schools. Newsletters and career education journals have proliferated.

CHAPTER 5

APPROACHES TO TRANSITION EDUCATION

Whilst it is true that schools cannot reduce unemployment it could be argued that they have a responsibility to ameliorate its effects. Before proceeding with further discussion of the programme which schools may use to 'ameliorate the effects of unemployment' it is necessary to clearly define the terminology being used (at least in this context) because some confusion still exists amongst authors and practitioners alike with terms being used interchangeably in many instances. The key terms will now be defined.

1. Career Education

The Working Party on Transition from Secondary Education to Employment (1976, para. 9.6) has defined career education as 'a long term process involving knowledge of self, the world of work and the development of decision-making and planning skills.'

2. Transition Education

Transition education is the complete education programme which provides students with knowledge, skills and attitudes appropriate to life beyond school. Transition education, therefore, includes career education, work experience, vocational guidance and in fact any aspect of the student's education which lends greater understanding to the world of work, further study or unemployment.

3. Work Experience

Work experience is that part of a transition education programme which gives students first hand practical experience of the world of work whilst they are still attending school.

4. Link Courses

Link courses are a form of work experience jointly developed by secondary schools and TAFE colleges to help the transition between school and work and further study. The main distinction from work experience is that students are provided with a more sheltered environment constructed by the secondary teachers and post-secondary lecturers.

5. Vocational Education

Vocational education is designed to prepare students for the work force by concentrating on the teaching of work related skills. In the extreme vocational education teaches specific skills related to specific jobs.

The definition of careers education lends itself to wide variations of interpretation. Generally the interpreters fall into two main categories, those who favour an occupational approach and those who advocate a developmental approach. The occupational approach is directly related to the world of work and places the emphasis on vocational information and career exploration by students. Contemporary practices do not favour the occupational approach since research indicates that it is ineffective in guiding students towards a career choice. The developmental approach, on the other hand, emphasizes 'the personal and social development of the individual, preparation for the adult world, greater acceptance of personal responsibility, the fostering of decision-making skills and the development of moral autonomy' (Cole, 1979, 80).

Parents and family seem to be one of the most important influencing factors determining both positive and negative attitudes towards the initial career choice. Parents and family rank as the prime source of information and job advice. Madden (1980, 17) reports from his

study in two high schools that 70% of the students named some person from their family background as being helpful in deciding what to do beyond grade 10. Stoessiger (1980, 22) provides more specific information concerning rural students (table 12) which rates parents as the most common and most helpful source of job advice. Teachers, guidance officers or careers teachers were only consulted by 23.4% of all students and found most helpful by only 20.3% of all students, whereas parents and family rated 41.4% on consultation and 35.9% on helpfulness.

Table 12: Job advice consultation and most helpful sources of advice for school leavers.

	Consultation		Most Helpful	
	No.	%	No.	%
Parents, family	421	41.4	366	35.9
Friends	20	2.0	27	2.7
Teachers	111	10.9	101	9.9
Employers, employees	50	4.9	64	6.3
Guidance, careers teacher	127	12.5	108	10.6
C.E.S.	110	10.8	106	10.4
Other	23	2.3	9	0.9
Self, no-one	96	9.4	145	14.2
No response	60	5.9	92	9.1
Total	1018	100.0	1018	100.0

(Stoessiger 1980, 22).

Stoessinger (1980, 21) found in another study on rural school leavers that the majority of students would have liked more school preparation for work (table 13).

Table 13: Responses by rural school leavers in Tasmania to the question 'Do you think that more time should be spent at school preparing students for work?'

	No.	%
Yes	238	78.8
No	55	18.2
No answer	9	3.0
Total	302	100.00

(Stoessiger, 1980, 21).

One may conclude that students are receiving little help about careers from schools in rural Tasmania and many of them feel that more could be done. Stoessiger (1980, 22) concludes that 'programs to educate parents about career possibilities would seem to be of greater potential than having more careers educators in schools.' In this way students could receive the information they require in a more accurate form from what is apparently the most effective source.

The contention that parents are the most effective means of reaching students with careers information is further borne out by the findings of Madden (1980, 10-11). He found that the majority of students (over 60%) had reached a decision about post grade 10 plans by the early stages of their high school career. Table 14 shows the actual year of secondary education during which students claim to have reached their decision. Whilst the number of students used to achieve these results is not large it is obvious that a large proportion of students have reached a decision concerning their post grade 10 options during the junior years of their high school education.

Table 14: Time of decision making concerning post grade 10 options.

	Grade 7 or before	Grade 8	Grade 9	Grade 10
Huonville	10	4	3	4
New Norfolk	9	2	4	4
Total	19	6	7	8
%	47.5	15	17.5	20

(Madden 1980, 11).

The significance of this information lies in its relationship to the organization of careers education in the majority of schools. Most schools, often unwittingly, offer careers education to grade 10 students only, in some cases to grade 9 students and in rare cases at lower grades. This approach is most reminiscent of 'closing the stable door after the horse has bolted' - careers teachers find themselves teaching students with closed minds, because they have already decided upon their post grade 10 options. Cognizant of this fact, it is therefore essential that not only should careers information be relayed via parents but this process should begin whilst the students are in the early stages of their secondary education.

Parents could assist with the transmission of occupational information whilst the school could concentrate on the developmental approach to careers education. This naturally raises a great number of social problems, such as the difference in the degree of participation of parents from different backgrounds and the differences in their ability to transmit the information effectively. The school could not, therefore, completely abdicate its responsibility for familiarizing students with

occupations, but the school, with its expertise, is far better qualified to cope with the more complex developmental approach.

Cole (1979, 67-68) has set out what he considers to be the aims and objectives of a career education programme embracing both the occupational and developmental approaches.

- (a) That pupils and parents be exposed to as wide a spectrum of career opportunities as possible.
- (b) That students will have the opportunity to increasingly develop awareness leading to a realistic self-assessment of their own interests, abilities and values.
- (c) To help pupils become aware of the educational and vocational opportunities open to them.
- (d) To help the pupil to appreciate that his/her school work has a definite purpose and realistic objectives and, if not, to be able to choose an educational programme that does.
- (e) To prepare the pupil for the transition into the working world.
- (f) To introduce the pupil to the many 'agencies' which can help him/her as the time of leaving school approaches.
- (g) To help students develop the personal competence required to make use of helping agencies available in the community.
- (h) To provide a service for dealing with problems as they arise for both parents and students.
- (i) To link up with all the agencies of 'pastoral care' working within the school.
- (j) To develop decision-making skills among the individual pupils.
- (k) To make pupils more aware of the large community outside the school and their responsibilities within it.
- (l) To develop a career centre in the school that will be a source of occupational, educational and vocational information.
- (m) To develop programmes and organize activities that will be implemented with other members of staff to achieve the above objectives.

The success of a career educational program is seen in the extent to which students are helped to a clear and perhaps more realistic understanding of their career development within the limitations of -

- (a) their own potentialities and value systems and
- (b) those restrictions of entry to the occupational world (including courses of training) and
- (c) the options available at the point of time that a decision has to be made about future progress.

The implications inherent in achieving these aims and objectives are very wide-ranging, not the least of which involves a change in the nature of school itself. The behaviour expected from students at school is vastly different from that expected by industry as is outlined by McClure (1977, 4).

Regardless of the educational arguments in favour of the 'freedom, self-motivation, value-questioning' aims of many teachers, the fact remains that the behaviour expected from young people when they enter the workforce is very different. This is having very real effects on entry to work - individually leading to trauma and rejections, and collectively - firms are not employing young people, especially when they can get older workers for the same money.

In-so-much as the patterns of behaviour, values and attitudes that are important at school take on a new and different significance in the workforce, then the method required to better prepare students must be two pronged.

Firstly, the patterns of behaviour, values and attitudes within the school must be seen in a new perspective - not so much as a mechanistic process of maintaining order in an institution but on the much higher level as a means enabling the institution to produce students who are prepared for the next major step in their life. This implies that the career or transition education programme is not a separate entity within the total school programme, nor that it is merely integrated within the school's overall programme, but that it becomes a guiding influence in the determination of the school philosophy.

Secondly, students must have first hand experience of the type of

environment in which they will spend the remainder of their lives. It must indeed appear ludicrous to the casual observer that schools could claim that one of their aims is to prepare students for a life of work whilst isolating them from the very experiences they need. Exposure to the world of work and first-hand experience of what it means to be a worker should be an integral component of any career and transition education programme.

CHAPTER 6

STUDENT EXPERIENCE OF THE WORLD OF WORK

Somehow or other, by keeping youth semi-isolated in schools, away from the experience of working together and doing significant social tasks with adults, we have opened up serious gaps in their socialization. We need new structures, new models of learning and working that will release the energies and motivations of youth for effective participation in society.
(Wright & Headlam, 1976, 32).

Link Courses

Link courses have been developing in the United Kingdom for about 20 years and in the United States for almost as long. The development of similar courses in Australia was advocated by the second report of the Australian Committee on Technical and Further Education (1975) and the first report of the Technical and Further Education Commission (1976) and has been supported by a large number of subsequent education reports. Link courses have been developing in South Australia since 1975. In 1976 a working group was established to determine means of curriculum co-operation between the Education Department and the Department of Further Education in South Australia. This working group published Curriculum Co-operative in 1977 which recommended the development of link courses for secondary students throughout South Australia. In this respect South Australia has led the way with 2,100 secondary school students from over 100 secondary schools (government and independent) attending link course programmes at 20 TAFE colleges (Hill, 1980, 200).

Link courses are defined in two categories: awareness link courses and examination link course. Awareness link courses introduce students to broad vocational areas in a post-secondary institution and usually are of relatively short-term duration. Examination link courses are designed for year 12 students who undertake a full year course conducted by the secondary school in conjunction with the local college.

Aims of the awareness link courses are:

- to broaden the foundation of a sound general education, including preparation for employment, coping with possible unemployment, and creative use of leisure;
- to equip all secondary students with knowledge and skills to choose a course more wisely;
- to extend the educational choices, to widen the options for secondary students' further study;
- to provide students with more awareness of the world of work;
- to enable students to experience alternative teaching methods and to study in a more adult environment;
- to help students understand that their other school work is relevant to, and may be practically applied to, their vocational interests;
- to have access to a variety of short programmes including vocational and leisure activities, and orientation;
- to develop decision-making and planning skills in introducing secondary students to some of the problems likely to be encountered in industry and commerce;
- to remove barriers between school and adult society;

(Hill, 1980, 202).

Aims of the examination link courses include in addition to those already mentioned:

- to provide secondary students with an accredited qualification, recognized by employers, post-secondary institutions, and by the public as equal in value to other year 12 studies;
- to ease the transition from secondary education to further study and work;
- to motivate students to seek recurrent education throughout their lives;
- to enable senior secondary students to study a topic more rigorously to meet vocational aspirations;
- to enable senior secondary students to become more aware of the variety of post-secondary courses available and of the many agencies which provide educational and vocational counselling.

(Hill, 1980, 202)

As with careers education the link course programme, whether run in isolation or in conjunction with a careers education programme, should be integrated with the remainder of the curriculum. The inherent value in

link courses may be quite limited if these units are conducted in isolation, unrelated to other school subjects and seen by the students as such. Those involved with link courses must regard them as a significant educational experience, equally as valid as other aspects of the curriculum. To this end it is essential that each school involved in link courses appoints an organizer whose responsibility it is to co-ordinate the programme.

The responsibilities of the link course co-ordinator are wide-ranging. He or she must devise appropriate aims and objectives for the link course programmes in his school and ensure that this information is effectively disseminated to students, parents, teachers and employers. The courses must be appropriate to the needs of the group and individuals and in this respect counselling is essential. Suitable curricula must be developed in conjunction with both the staff in the secondary school and the TAFE college. The course must be assessed with respect to students, facilities, use of staff and the effectiveness of both the curriculum and the methodology employed. The link course programme must be related to further education and vocational opportunities. And finally, the co-ordinator must ensure that the staffs concerned, directly or indirectly, are kept abreast of developments and new trends by means of seminars and in-service courses.

The implementation of link courses into the high schools raises a number of problems, many of them in common with any new innovation. Resistance to change of any sort is frequently present from staff, students and parents alike and many would argue that schools should not be diverted from their course as academic institutions. People must be convinced of the educational validity of such a scheme, which can often be a major problem when it runs contrary to their own philosophy of education. In addition some of the staff who need to be involved may be

reticent to accept the idea of co-operation with another institution.

The mechanics of the implementation process also raises problems. The inclusion of another course into the timetable means the exclusion or reduction in the time for other subjects. There are additional financial burdens to be borne for transport, facilities, the extra materials and equipment to be used, amongst other things. A staff co-ordinator needs to be appointed and unless special arrangements are included in the staffing complement other staff may be required to bear the load of the scheme.

Legal responsibility for the students involved in the link course programme is another consideration. In this respect, however, the link course scheme is at a greater advantage than a work experience programme. The responsibility for the students participating in the link course programme is assumed ultimately by the Principals of the secondary school and TAFE college with the responsibility being delegated to the teachers in contact with the students.

The fact that the students involved in link courses never leave the protective umbrella of the Education Department carries one other very important advantage. The students are able to gradually develop their confidence in a more supportive environment than that which may be encountered in a work experience programme. This matter is of direct concern to the co-ordinator in achieving the objectives of such a scheme, since difficulties with the transition process can be observed by qualified personnel and appropriate action taken to remedy the situation. From personal experience the feedback obtained from work experience sessions, whether gained from the employer, by visits to the work place or by student interviews, can sometimes be quite inconsequential - some employers are loathe to point out an individual's weaknesses (this is improving as the scheme matures) and the students are reticent to divulge their own shortcomings.

Whilst link courses offer a number of significant advantages they suffer from some great disadvantages. The number of students which can be catered for by a link course scheme is limited. This would virtually preclude the participation of all interested students from all schools.

Another great disadvantage is that link course programmes are relevant to those courses which are offered by TAFE colleges. Not all students are aiming for careers in these areas, whilst a good percentage may not have the ability to cope with further education. The range of experiences offered by link courses is therefore limited.

The link course programme is generally out of the reach of country students who don't have ready access to a TAFE college. Problems of transport, accommodation and cost are significant factors precluding the effectiveness of the scheme for country children.

The fourth disadvantage with link courses is that given a choice between these and work experience the vast majority of students opt for the experience which is closer to real life. Secondary school students in their final years at high school are anxious to gain first hand experience of the workforce. For many, link courses are too much like school.

Work Experience

Work experience for Tasmanian secondary school students commenced in 1974. Funds were made available by the Australian School's Commission to combat the increasing youth unemployment and to provide assistance with the school-to-work transition. This led to the adoption of a work experience scheme.

In 1977 the work experience scheme developed to the extent that it became necessary to appoint a state co-ordinator whose function it was to administer the existing scheme and to help establish the scheme within other schools.

This was followed in 1978 by the establishment of a Work Experience Advisory Committee (WEAC) by the Education Department. This committee consisted of the following representatives - 2 union, 2 employer, 4 Education Department and 1 Association of Independent Schools. The function of WEAC was to provide a centralized administration and clear guidelines for all schools conducting work experience.

In 1979 a trial work experience scheme for teachers was introduced.

In 1980 the following publications were produced by the Education Department for use by schools conducting work experience schemes -

- | | |
|---------------------------|---|
| Work Experience Handbook | - A handbook for the introduction of work experience into the school curriculum. |
| Handbook for Students | - These four handbooks were made available free of charge and in sufficient numbers to be distributed to the various individuals or organizations involved in a school's work experience programme. |
| Handbook for Parents | |
| Handbook for Employers | |
| Handbook for Trade Unions | |
| Work Experience Diary | - Made available at a small charge for student use during their work experience session. |

In 1981 this was followed by two other publications more related to transition education than work experience but worth mentioning here as an indication of the growth and divergence of this type of programme.

- | | |
|-------------------|---|
| Who Am I? | - A self-awareness course for junior students. |
| Basic Information | - Facts to help young people make decisions about their future. |

The work experience scheme arose as a means of overcoming problems which were not being adequately catered for by existing curricula or

methods. Amongst the many educational reasons for introducing work experience the following list includes those which are important.

- To - bring the school into closer contacts with the community;
- overcome the isolation of students from the realities of the work environment;
 - overcome the inability of students to evaluate their own strengths and weaknesses and relate this to occupational aspirations;
 - overcome the failure of some students to develop self-confidence and social competence;
 - allow first hand understanding of occupations and in-depth appreciation of careers;
 - develop self-esteem;
 - promote social adjustment;
 - develop decision-making skills;
 - widen the range of experiences offered by schools;
 - increase the students' readiness for work;
 - provide an opportunity for the application of theory learned in subjects such as transition education and careers education;
 - reduce the disjunction between the protective, authoritarian school environment and the work environment requiring greater independence and responsibility.

General Aims for Work Experience

Since work experience is conducted by schools under the auspices of the Education Department and the Work Experience Advisory Committee it is true to say that the general aims to be achieved are, in most cases, those outlined in the Work Experience Handbook (Education Department of Tasmania, 1980, 8). These are reproduced in full:-

Work experience should develop in students an awareness of -

- a) their readiness to enter the workforce,
- b) their aptitudes for work, and
- c) what constitutes realistic expectations about work.

Work experience will achieve these aims by increasing students' knowledge and understanding of -

- a) the range of jobs that are likely to match realistically their interests, qualifications and potential,
- b) the likely present and continued availability of work in their field of interest,
- c) the nature and role of industrial relations in the world of work,
- d) the sources of satisfaction in the world of work,
- e) the nature of employer expectations of employees,
- f) the environmental conditions and safety related to work,
- g) the various responsibilities of themselves as employees,
- h) the rewards, career prospects and conditions of services relating to their field of interest,
- i) the educational qualifications and training related to entry and continued employment,
- j) the need for retraining to meet the demands of changing skill requirements, and
- k) the importance of interpersonal relationships in the work situation.

Organization of a Work Experience Programme

The establishment of a work experience programme within a school which has previously neglected both careers education and transition education is not an easy one. It is this experience of establishing such schemes within a small District High School which shall be used as the background for ensuing discussion.

It is first necessary in such an environment to launch a public relations campaign to convince staff, students and parents that a gap exists in the education of the students; a gap which could be partly filled by a work experience programme.

Once general agreement has been reached to adopt work experience as an integral part of the school's curriculum it is necessary to develop

objectives for the programme. This is best achieved initially by producing a document as a staff initiative. Such a document can be circulated to parents, students and other staff for discussion, addition, deletion, alteration and modification. By this means it is possible to derive a set of objectives for work experience which is relevant to a particular school's needs.

An additional positive outcome of this method is that the school work experience co-ordinator can determine the general needs of the students, and having done this decide, in conjunction with the remainder of the staff, which student groups should be involved in the scheme. Several alternatives include:

- a) all students or some
(e.g. at risk students or all school leavers),
- b) grade 10, grade 9 or both, and
- c) compulsory participation or freedom of choice.

A format must be devised to best meet the needs of the objectives of the programme and the students involved. Once again there are a large number of alternatives including:

- a) block release or different groups at different times;
- b) one day per week for a number of weeks or a straight week;
- c) the same job or different jobs;
- d) one session or more than one session per student.

The alternatives are many and varied. The decision to be made is 'which one best fits this school at this time?' For example, Campania District High School conducted the following programme with the grade 10 students in 1980. It was designed to make students more aware of the alternatives which they faced as country dwellers.

1. One full week working in the city and boarding in the city.
2. Two days working in the city and travelling from home.
3. Two days working in the country and living at home.

When the format of the programme has been determined the dates of the work experience programme can be finalized.

At this stage the work experience co-ordinator should meet with the parents of the students involved in the programme to fully explain the format, the objectives and the positive contribution which the parents can make to the achievement of the objectives. At this stage parental permission forms for students to participate in work experience should be issued together with a request for payment of the insurance premium to cover students during the programme.

The co-ordinator then develops a preparatory course of work for students to prepare them for their work experience session. This may be accomplished by integrating the work to be covered with other existing subjects, as part of the transition education programme, through pastoral care periods (such as class teacher groups) or several periods may be set aside specifically for the co-ordinator to prepare the work experience students.

A means of evaluating the programme should also be determined at this stage. Evaluation should involve all the participants in the programme; students, parents, employers and staff.

Employment must now be found for the students. This can be accomplished through contacts with other staff, parents, local employers, other schools, service clubs or even students. It is important to establish personal contact by a visit, or a telephone call is more time efficient. Contacting employers initially via the mail is a long, drawn-out, ineffective process. It is quicker to contact employers by telephone to determine if the employer is in a position to

accept a student and, if so, what the precise duties of the student would be. This can, and should, be followed by a letter of confirmation including, if necessary, a copy of the booklet Guidelines for Employers (Education Department of Tasmania, 1980).

Parents and students should both be advised of the arrangements which have been made.

The relevant details of each work experience placement must be completed on the 'Details of Work Experience Placement' form and sent to the State Coordinator at least 3 weeks prior to the commencement of the session. This is done to enable the State Co-ordinator to obtain permission for each placement from the Work Experience Advisory Committee; the committee makes the final determination of the suitability of the placement.

The students should contact their employer in the week prior to their session to personally determine working hours, dress and other relevant information. They should also ensure they have confirmed necessary travel arrangements, which is particularly important in the case of country students who may need to arrange transport with other travellers, in the absence of alternative means of transport.

The work experience co-ordinator needs to arrange to either visit or telephone the employer during the work experience session.

At the conclusion of each session the co-ordinator arranges for evaluation reports from the employer, student, parents and staff. This information can be used to build up a picture of the student's experiences which can be discussed personally with him/her. A follow-up series of discussions should be arranged to allow students to share their experiences with others.

A thank-you letter is sent to each employer. This consists of:

- (a) a handwritten thank-you letter from the student;
- (b) a thank-you letter on behalf of the school; and
- (c) the employer evaluation form.

Insurance premiums are forwarded to the Director-General.

The programme is evaluated at its conclusion by all those concerned. This process necessarily extends into the following year for school leavers. The type and extent of employment is determined and ex-students put a new dimension on the evaluation of the effectiveness of the work experience programme. (see Appendix 3)

Work Experience for Country Students

As has already been made clear country students are disadvantaged in many aspects of their education and future employment prospects. This disadvantage is extended to the provision of work experience sessions.

The country environment can provide neither the quantity nor the diversity of employment for a work experience programme to be conducted which will cater for the needs of the student population. It is inevitable therefore, that the work experience co-ordinator must look further afield for suitable placements and this usually means the urban centres.

The placement of country students in urban employment creates a number of problems not faced by the city high schools. These problems fall into two main categories - those problems which students driven from the country to seek employment in the city must eventually face, and problems created by location.

Work experience, in conjunction with transition education, is designed to partially ameliorate the difficulties encountered at the school-work interface. The disadvantage suffered by country students resides in the vastly different socialization processes they have been

subjected to. Whilst these problems are significant we shall not dwell upon them here but concentrate upon the problems created by location.

Problems associated with location have been compounded by the Education Department's neglect of work experience in District High Schools. Commonwealth funds which have been provided for the provision of transition education programmes in Tasmanian schools have mostly been poured into the high schools in urban areas. The 1982 policy for the distribution of transition education funds is one structured on a per capita basis for all schools. This, however, does little to overcome the disadvantage of the country student.

Country students visiting urban centres for work experience are faced with two alternatives, either board in the city or travel each day. This places an increased financial burden on both the students and the school, which invariably needs to find funds for disadvantaged students.

The table below shows the costs associated with transport and accommodation for work experience students from the Campania District High School during 1981. In 1980 all work experience students had to bear the cost of one weeks hostel accommodation in the city which amounted to twenty four dollars per student.

Table 15 Details of Transport and Accommodation Costs for Work Experience Students, Campania District High School, 1981.

	Transport			Accommodation	
	Bus from home %	Cost \$/day	Travel with relatives/friends %	%	Average cost \$/week
Grade 10	40	2.40	30	30	15
Grade 9	9	2.40	70	12	-

Many of the students were able to travel with parents or friends

for the week whilst other students were required to catch the workers' bus each day. The table does not show the hidden cost incurred by parents who made special trips to the city each day to take their child to and from work. Some of the students accommodated in the city were able to stay with relatives or friends at no extra cost whilst others were required to pay board.

The only solution to this problem is an injection of additional funds to support work experience programmes in country schools. The Education Department must re-examine its priorities with respect to the distribution of Commonwealth funds with a view to positively discriminating in favour of the country schools.

CHAPTER 7

TRANSITION EDUCATION AT CAMPANIA DISTRICT HIGH SCHOOL

Transition education is the complete education programme which provides students with the knowledge, skills and attitudes appropriate to life beyond school. Transition education therefore, goes beyond the provision of careers education, work experience, vocational guidance and, in fact, includes any aspect of the student's education which lends greater understanding to the world of work or further study.

Aims

The aims of transition education can be placed into one of four categories. These are:

Career or vocation oriented

Self-development

Personal interest

Everyday life

The set of aims which follow were derived after consultation with parents, staff, employers and students of the Campania District High School. All persons involved were circulated with a set of aims outlined by Henderson (1980, 177-179) and asked to agree, disagree, modify the aims stated or make additions if they considered these to be necessary.

The achievement of these aims is not specifically the sole responsibility of a special subject called transition education but it is a whole school responsibility.

The aims of transition education were to:

Prepare you for life in society and be aware of your responsibilities.

Teach you how to work in groups and to co-operate with other people.

Teach you how to behave so that you feel confident and at ease when you leave school.

Teach you about the things you are likely to come across soon after leaving school (e.g. buying a car, tax, H.P.)

Everyday Life

Teach you to write clearly, accurately, legibly.

Teach you how to get along better with other people.

Teach you how to speak well and easily.

Teach you about human sexuality, including how to behave with and get along with the opposite sex.

Teach you about marriage, setting up a home.

Help you become independent and responsible for yourself.

Help you to know yourself, the things that you are good at, the things that you are weak at.

Help you develop your personality and character.

Self development

Help you to be able to make judgements about different social situations.

Help to give you a good understanding of the type of job you can expect to get.

Teach you to be a better citizen.

Give you work at school you can be successful with.

Teach you the difference between right and wrong.

Teach you in a more disciplined way.

Teach you basic numeracy, so that you are competent with simple problems.

Career

Teach you how to go about getting a job (e.g. interview, personal appearance).

Teach you the things that will be of the greatest assistance in gaining a good job.

Help make you aware of different types of work and what is involved in each one.

Help you to appreciate and understand what it is really like to be employed in the workforce.

Help you to understand what the employer expects when you work for him.

Assist you to upgrade your levels for the School Certificate.

Teach you skills you will use directly in your job (e.g. trade and workshop subjects).

Teach you how a business operates, and where workers and managers fit into the scheme.

Teach you about safety in industry.

Help you appreciate the importance of continuing learning after you leave school.

Personal
Interest

Help give you a broad general education so that you have a good knowledge about lots of things.

Teach you to assist the less fortunate people in our society.

Teach you to appreciate cultural things by taking you on outings to museums plays etc.

Give you experience in a lot of different leisure activities.

Overcoming Transition Problems

The Campania District High School is a small country school consisting of approximately two hundred students, eighty of which are in the secondary section of the school. Prior to 1980 transition programmes were non-existent. The first step was, therefore, to convince the staff of the necessity of such a programme and to get the backing of the parents in such a venture.

Since the timetable for the year had already been constructed and because of internal lobbying by some staff for increased subject time it was inappropriate at that stage to impinge regularly upon timetabled lessons. Thus, the proposed course of action was to introduce a scheme of work experience for the grade 10 students and the grade 9 leavers; albeit

a more elaborate scheme than was operating in other schools.

In order to encourage students to be aware of the alternatives with which they were faced, in terms of employment, the following scheme was implemented.

1. Students spent a full week of work experience in the city whilst living in the city at Werndee Hostel.
2. Two days of work experience followed with students working in the city but travelling from their own home each day.
3. A final two days of work experience was organized for students. This time the employment was in the country and the students lived at home.

This format of work experience programme proved to be quite popular and successful with the students but it was administratively inefficient in terms of the time taken for the benefit derived; especially for grade 10 students in their final year and leading up to the School Certificate. In view of this it was decided to review this situation for 1981.

In 1981, with a review and overhaul of the timetable, it became possible to introduce a four year transition education course of study consisting of the following:

Grade 7 - Self-awareness: 50 minutes/week for the latter one and half terms.

Grade 8 - Career's education: 50 minutes/week

Grade 9 - Transition education: 100 minutes/week

Grade 10- Transition education: 100 minutes/week

The reason behind the early introduction of the program at the junior level has already been highlighted in a previous chapter. The research studies quoted the importance of early exposure of students to careers education since the majority of students had either decided, or

had decided for them, the eventual career that they would follow. One concern was to ensure that these students had the best information and help available when making such an important decision.

The transition education course for grade 9 and grade 10 students superseded the commercial knowledge course which had been compulsory for all senior students and whose effectiveness had been repeatedly questioned.

The introduction of this more comprehensive transition education curriculum made it possible to review the work experience programme. It was decided to run only two work experience sessions per year; one session for the grade 10 students and one for the grade 9 students. This meant that the grade 10 students were losing less time from their final year studies. The other advantage was that students could undertake work experience during their grade 9 year, and if they found their choice to be unsuitable they would still have time to reassess their future and try a new alternative during the grade 10 work experience programme. The success of this approach has since been vindicated for a number of students.

In the framing of a curriculum to cover an innovative field such as transition education one is constrained by the resources available (these vary greatly from one area to another and from one school to another) and the over-riding necessity for flexibility to adapt to an ever-changing society. The curriculum included herein, is therefore, one which is suitable to our present students at this time, and, ever-mindful of the necessity for change, it may differ under the prevailing circumstances of future years.

Grade 7 Self-Awareness

The grade 7 self-awareness course runs for one period per week for half of the second term and the duration of third term. The course is based around the unit Who Am I? produced by the Transition Education Development Group of the Education Department of Tasmania. It was decided to run this course as a preamble to the grade 8 careers education. The latter half of the grade 7 year was chosen in preference to the beginning of grade 8 for a number of important reasons.

1. Many grade 7 students are beginning to experience the manifold problems associated with the onset of adolescence and so becoming self-conscious.
2. Towards the end of the grade 7 year students are faced with the difficult task of selecting the subjects they will study next year; a choice which will have an everlasting effect on the remainder of their education, and subsequently their lives.
3. At the end of the year students have come to know their teachers. A supportive, caring relationship between the teacher and the students is essential to the effectiveness of the programme.

The aims of the programme stated by the authors are as follows:

To assist students in acquiring knowledge of themselves - of their personal qualities and feelings - in order to promote a positive self-concept.
 To recognise and accept individual difference both physical and emotional.
 To recognise the rights of others to hold beliefs and values different from their own.
 To develop attitudes which promote tolerance, empathy and respect for others people's feelings.

(Transition Education Development Group, 1981)

In order to achieve these aims the unit is divided into 3 stages which relate to progressive aspects of the student's developing self-awareness. This is illustrated below in diagrammatic form.

Figure 2: Stages of the student's developing self-awareness with the unit Who Am I? (Transition Education Development Group, 1981).

Stage One		Stage Two	Stage Three	
Personal	Physical	Interests	Feelings &	Values
Background	Appearance		Emotions	

The unit Who Am I? is supplemented in two important ways. The first is a series of films which highlight situations which the student can analyze objectively and then apply to himself and other films related to self-awareness and careers.

The second means by which the self-awareness course is supplemented is with a combined one week live-in camp attended by both the grade 6 and the grade 7 students. The main purpose of this transition camp is to allow the grade 7 students to exert leadership in a controlled environment and initiate the grade 6 students into the secondary grades. We feel the chance for the grade 7 students to be the senior students for a change and to accept a leadership role is an important contribution to their developing self-esteem.

This scheme operated for the first time in December 1981 and was voted a resounding success by the staff, students and parents who were involved.

Grade 8 Careers Education

The grade 8 careers education course runs for one period per week

throughout the year. It is based around the Careers Resource Guide, Job Guide for Tasmania, excursions to the Careers Reference Centre and Commonwealth Employment Service, films, videotapes, pamphlets, newspaper advertisements and guest speakers.

The objectives for the course (Appendix 1) are based largely around those derived from the Careers Resource Guide and have been modified, where necessary, after consultation with other staff and parents and experience gained through use. Only the initial activities on exploring careers are used from the guide during the grade 8 year; the remaining activities are used at the appropriate stages of the grade 9 and 10 transition education course.

The topics pursued during grade 8 are:-

Why work?

Job satisfaction

General career awareness

Getting to know yourself

Progress at school and study methods

School subjects related to careers, further education and training

Other ways of looking at jobs

Men and women in employment

Job investigation

A full and comprehensive set of objectives is included in Appendix 1. This comprehensive set of objectives is accompanied by activities designed to achieve all objectives. The objective may be achieved by a single activity, a number of activities or, in many cases, alternative activities. Whilst the majority of the activities have been derived from the Careers Resource Guide in many cases these have been replaced or supplemented by alternative activities from other sources. For example the objective 8J.4 - 'To provide an aid to help students consider various

aspects of jobs no matter where they are', could be achieved by using the activity in the Careers Resource Guide (1980, 131).

Students think of their own mnemonic to help them when they examine aspects of jobs, for example, PLEPETS

P = personal qualities
 L = location (place of work)
 E = educational prerequisites
 P = promotion prospects
 E = environment/working conditions
 T = tasks involved
 S = salary

Keeping their own mnemonic in their minds all the time may help students to look at jobs around them even when they are in situations in which they are not specifically setting out to examine jobs, e.g. on their way home, shopping etc.

Alternatively the activity could be achieved using the film Squinka which follows the same theme but shows a group of young people using the mnemonic SQUINKA in dramatised situations.

In addition to the use of audio-visual materials in the aforementioned manner they are also used to enhance and enrich the programme. This is particularly the case for films or videotapes about specific occupations, which for many country students at this age, is their first insight into various careers.

Grade 9 Transition Education

The grade 9 transition education curriculum continues with the careers education commenced in grade 8, but as the name suggests, branches out to cover those important areas of a child's education which are not covered within the boundaries of the traditional subjects. The current trend is to assimilate transition education into already existing subjects. In our own situation this has been possible to only a limited extent because of the relatively inexperienced nature of the staff, whose first priority is to come to grips with their own subject(s). Transition education has, therefore, been conducted as a separate subject for two

periods each week by the senior master.

The main topics covered in grade 9 include -

- Careers education - decision making
- job search
- work adjustment

Money management

- The law - partially studied in social science

Trade Unions

Apprenticeships

- Personal relationships - studied in social science

- Health education - studied in physical education in 1981
and as a separate subject, Health in
1982

Computer awareness

Work experience

- Parental involvement - a unit of study for (a) parents to show
them how they can help their children in
making transition, and (b) students to
encourage them to involve their parents
in the transition process.

A complete list of the objectives for the grade 9 transition education curriculum is contained in the appendix. As was the case with the grade 8 careers education some of the objectives have been derived from the Careers Resource Guide with additions, deletions and modifications, after consultation with staff and parents. The remaining objectives have been formulated in conjunction with parents, employers, staff and students.

The inclusion of work experience as a component of the transition education curriculum at grade 9 level for all students was a daring move

at its inception. Whilst all the objectives quoted for work experience (see Appendix 1) are important the justification for including the scheme in grade 9 is best summed up by objective 9E.9 - 'to allow students to try alternatives and to make mistakes in the work situation and choice of jobs which are not irrevocable and from which they may learn.'

The sagacity of this approach has been vindicated by subsequent experience. A number of grade 9 students in 1981 chose work experience employment for which they found they were unsuited. This provided the motivation for the acceptance of careful counselling and greater care in the selection of a job choice in 1982; selections which in retrospect were found to be more suitable.

The ramifications of students being exposed to the world of work at such an early stage of their secondary education are manifold. The experience gained initiates a hastening of social maturity and a motivation to strive towards a now tangible goal. This adds significance and meaning not only to transition education but education in general. Students are now able to equate the importance of their present undertaking with a future career in a much more meaningful way.

Grade 10 Transition Education

The grade 10 transition education curriculum is designed as a continuation of the grade 9 curriculum. The curriculum covers those important aspects of a student's development not previously covered, delves at greater depth into areas studied at a superficial level during grade 9 and reviews many topics in a new context. The obvious end point is to produce students who are prepared to enter the work-force, continue with their education or cope with unemployment with minimal transition problems.

The main topics covered in grade 10 include:

- Careers education
- applying for a job
 - the interview
 - rights and responsibilities at work
 - going it on your own
 - unemployment
 - leisure

Apprenticeships

Further Education

- Driver education
- conducted by the Division of Road Safety

Where and how to seek

- help with
- the law
 - employment
 - unemployment
 - leisure
 - education
 - personal problems

- Health education
- continued as per grade 9

Computer awareness

City orientation

Work experience

The complete list of objectives for the grade 10 transition education curriculum is included as an appendix.

It is hoped that a four year curriculum such as this will -

- (a) enable students to choose a career which will suit them;
- (b) help gain employment for students;

- (c) give students an overall perspective of the social situation with respect to employment;
 - (d) enable students who are unable to secure employment to realize why, to keep trying and to use the period of unemployment constructively;
 - (e) make good employees of those students who gain employment;
- and (f) enable these employees to manage their money, their recreation time and other aspects of their personal life.

As has previously been stated it is not assumed that this type of programme would attain universal appeal or success. It is appropriate for our students at this moment in time. In the light of experience and further social change the curriculum will almost certainly require modification to meet new needs and changing circumstances.

The emphasis in the programme is student-centred with stress placed on first-hand experience as much as is possible. It is desirable to draw ideas from students rather than impose ideas upon them. It is equally as desirable to invite guest speakers with expertise in industry to address students on as many issues as is possible. A major danger is that the teacher may convey the attitude 'I am an experienced worker who has made the grade, therefore what I say is right.' This situation can be largely averted by drawing upon the expertise of the community (local or otherwise) and the experience and knowledge of the students, which is quite considerable when resources are pooled. The students are not then reliant upon the point of view of the teacher as their sole source of information and attitudes. Rather, they can derive a much more balanced view from the combined experiences and attitudes of a vast range of people.

Former students are an invaluable resource. These people are young, known to the present students, have been through the same education process the present students are undergoing and have experienced life beyond school; be it employment, unemployment or further education. Visits by former students as guest speakers can lend additional credence and add reality to the courses being undertaken. School leavers selected in a careful manner so as to achieve a cross-section can guard against the all too prevalent danger of the teacher inculcating students with his or her own middle-class values.

CHAPTER 8
TWO TYPICAL UNITS IN TRANSITION EDUCATION AT
CAMPANIA DISTRICT HIGH SCHOOL

The nature of transition education during a child's schooling has led to the adoption of a philosophy which places a great deal of emphasis upon flexibility within the curriculum. This factor is an essential ingredient in the success of the course and its effectiveness for each individual group; given that each group has its own distinct character. It is therefore paramount that for each unit there exists a wide range and variety of alternative activities in order that the most effective activities can be utilized to cater for individual group differences; and on occasions individual differences within groups.













































Example 1: Grade 9 Money Management

The grade 9 unit on Money Management has been selected as one example of the manner in which units are organized. The objectives-activities matrix (overleaf) is a fundamental component of the organization of each unit which allows for flexibility of approach whilst ensuring a complete coverage of all objectives. The shaded squares indicate that an objective can be completely covered by a particular activity whilst partially shaded squares indicate either partial coverage of an objective or extension activity.

It immediately becomes obvious that there is a far greater number of activities than is required for attaining each objective. The need for inbuilt flexibility in the management of the curriculum is catered for in this way. The group teacher can select those activities which are (a) most appropriate for the group under consideration and (b) by utilizing

The second and equally compelling group of reasons for the inclusion of alternative activities is based upon educational theory. Some students will respond to activities presented in one way whilst for other students alternative activities may be more effective. Regardless of this obvious advantage is the added benefit of repetition and reinforcement of concepts in a different form. No-one can deny the beneficial significance of this approach, particularly when dealing with heterogeneous groupings.

[illegible]

	1	2	3	4	5	6	7	8	9	10	11	12
Insurance Industry - guest speaker												
Life Assurance - resource kit												
Audio-visual resources												
2129 Handling Money												
15 Money, cheques												
1347 How a Cheque Book Works												
1803 Credit												
834 Prices of Credit, The												
567 Consumer Education												
K783 Buying and Selling												
919 Personal Income Tax												
1536 20th Century Focus - Covered for Life												
1537 20th Century Focus - Knock for Knock												
1943 Consumer Education - Who Needs It?												
2521 Steering Clear of Lemans												
2522 Six Billion Dollar Sell												
579 Consumer Education: Buying Right												
N1585 Way It is The - Deals & Wheels												
Background to Australian Standards - Worksheets, Taxation forms and guides												
143 Hire purchase documents												
2550 Close that dream												

Example 2: Grade 10 City Orientation

The other unit which has been chosen to contrast with the grade 9 Money Management unit is the grade 10 City Orientation Exercise. This unit consists of a number of exercises designed to enable the student to make use of a representative range of the city's facilities. This type of programme was first conducted by Michael Middleton with students from the Huonville High School and subsequently students from the Sorell District High School. In both cases students were lodged for the full week at the Werndee Hostel. In our situation, for the previously expressed reason of not wishing to impinge too greatly upon the academic time of the final year students, the programme is run using parts of two days. The first of these is the day an individual student chooses to visit the Careers Reference Centre to attend a Job Talk session. The second session is

organized at a mutually convenient time with each student (for example, when a student needs to visit the city for personal reasons).

In formulating exercises of this type for students it is essential to negotiate with the individual places to be visited in order to cause minimal disruption to their everyday activities. For this reason it is necessary to constantly review and devise new activities in order to give our helpful participants a respite from the constant barrage of students.

Appendix 2 gives examples of the typical types of activities which have been used. These could be organized in the following way. Students on their first visit to the city would complete the exercises - Retail Purchasing, Wesley Hall visit and Savings Bank of Tasmania visit. This would then be followed on the second day by - Airline Travel Exercise, Colony 47 visit, Estate Agent visit and Careers Reference Centre visit. In the case of the last exercise, whilst students have visited the Careers Reference Centre as both a class group and as individuals attending Job Talk sessions these are both atypical situations with respect to the manner in which they might use the services of the centre after leaving school. While many of the exercises are necessarily contrived it is hoped to make them as natural as possible.

CHAPTER 9
EVALUATION OF TRANSITION EDUCATION AT
CAMPANIA DISTRICT HIGH SCHOOL

The evaluation of transition education proceeds at two levels - evaluation of the reactions of students within the programme and evaluation of the programme.

The evaluation of student's within the transition education programme is accomplished on an individual basis and comparative evaluation of students is avoided, hence there are no percentages, no awards and no rankings. For example, student evaluation is an integral component of the work experience programme. In this instance there is self-evaluation, evaluation by employers, evaluation by parents and long and short-term feedback from other staff. These cumulative evaluations are used to construct a profile of the strengths and weaknesses of the student. This becomes the basis for counselling and guidance to overcome any difficulties the student may have experienced or to strengthen areas of weakness.

Evaluation of student progress by this means is much more effective when coordinated by a single individual who can derive, analyze and react to feedback and evaluation from a wide range of sources. This further vindicates the decision in our case to conduct transition education as a subject rather than to completely integrate it into the pre-existing subjects of the curriculum.

Within our small staff inexperience is the rule rather than the exception. This limits the effectiveness of the staff in general to contribute greatly to either the conduct or the evaluation of the scheme. The inexperienced teacher needs to grapple with mastering their subject, teaching method and control before they can effectively and consistently

contribute to the more intricate areas of student development.

Staff turnover also contributes to the difficulties of getting to know the students well enough to offer valuable and constructive criticism. Students are not the same everywhere and teaching in a country school is vastly different to teaching in a city school.

The conduct of the transition education programme and the evaluation of the students within the programme is, therefore, ideally achieved by an experienced teacher with a commitment to remaining within the school.

The evaluation of the transition education curriculum is achieved by two means -

- (a) feedback from all the individuals associated with the programme - staff, students (present and past), parents and employers; and,
- (b) an analysis of the destination of our students.

Feedback from the individuals associated with the programme is an ongoing process. Comments are freely solicited from anyone and everyone who has anything at all to do with our programme or who may be able to contribute worthwhile ideas or criticisms. Parents and present students are periodically circularized with evaluation questionnaires, employers contribute in response to work experience or as guest speakers to the school, evaluation by staff is via both staff meetings and informal conversations and former students are all circularized with an evaluation questionnaire several months after leaving school. The small size of our school is a potent determinant in the evaluation methodology which frequently proves to be the most valuable. That is the informal chat with a student or group of students outside the classroom, the conversation with parents over a cup of coffee or, as mentioned, the informal feedback from staff. The responses obtained identify strengths and weaknesses

within the programme and often are the source of new and valuable ideas.

The second means of evaluating the effectiveness of the transition education programme is by an analysis of the destination of our former students. Over the first three years of our developing programme the results have been extremely encouraging. The vast majority of our student leavers for 1980, 1981 and 1982 have either continued further education or obtained employment; be it full-time, part-time or casual employment. Whilst the majority have continued with the same employment, in a minority of cases some students have experienced a number of different types of employment.

The destinations of the 1982 leavers are summarized in table 16.

Table 16: Destination of 1982 school leavers from C.D.H.S.

	No. of students	%
Matriculation College	5	20
Hobart Technical College	4	16
Apprenticeships	4	16
Correspondence Course	1	4
Dental Nursing	1	4
Other employment	10	40
Unemployed	0	0
Total	25	100

(Source: Harington, D.G. Unpublished statistics)

These figures illustrate the effectiveness of the programme which has been developed within our school. An overall percentage of 40% of

the 1982 school leavers have proceeded with further education (i.e. matriculation, technical college or correspondence) and a further 20% with employment based training courses (e.g. apprenticeships, dental nursing).

Table 17: Further Education destinations of 1980,
1981, 1982 school leavers from C.D.H.S.

	1980	1981	1982
HSC	1 (6%)	2 (14%)	5 (20%)
Hobart Technical College	-	2 (14%)	4 (16%)
Apprenticeships	1 (6%)	2 (14%)	5 (20%)
Other		1 (7%) night school (HTC)	1 (4%) electronics correspondence 1 (4%) dental nursing
Total no. of students	16		25

(source: Harington, D.G. unpublished statistics)

Table 17 highlights the gradual increase in the involvement of students in further education and apprenticeships since the inception of the programme in 1980. Prior to 1980 only one student had ever proceeded to further education at HSC level.

The rural year 10/11 retention rate for Tasmania has shown a slight increase from 15.9% in 1980/81 to 17.1% in 1981/82 (Langford and Andrews, 1983, 20). The Campania District High School retention rate of 20% compares more than favourably with this and is a vast improvement on the pre-1980 situation during which only one student proceeded to grade 11.

The retention of students to TAFE shows an even more interesting comparison. The TAFE participation rate for the 15-16 age group in Australia in 1981 was 14.3% and for Tasmania a little higher at 17.3% (Langford & Andrews, 1983, 43). The retention rate of school leavers from the Campania District High School to TAFE in 1982 was 40%, or in excess of double the state average.

These figures for retention rates to further education (grade 11 or TAFE) are a dramatic improvement over the retention rates prior to the commencement of the transition education programme. The current retention rates are also in excess of the state averages; marginally in the case of retention to grade 11 for rural students and more than double in the case of the participation rate of 15-16 year olds in TAFE.

The April 1983 unemployment rate in Tasmania was 11.7% and that for the 15-19 year age bracket was 28.2% (Australian Bureau of Statistics). None of the 1982 school leavers from Campania District High School have not gained employment.

This form of evaluation tends to support the contribution this programme is making to offset the effects of unemployment.

It is very difficult to evaluate the effectiveness of the philosophy of the programme and aspects of the hidden curriculum. Circumstances do arise, however, which can indicate whether these influences are constructive in their contribution to a student's future.

A philosophy constantly present throughout the programme has been aimed at unemployment. Unemployment is widespread and there will be occasions when people are unemployed through no fault of their own. It has been emphasized that periods of unemployment should be used constructively to enhance an individual's probability of gaining work. This can be achieved by involvement in further education, part-time work, community work and self-improvement.

Two of the students enrolled for matriculation and one student enrolled at the Hobart Technical College gained employment whilst full-time students during the first term. These students readily admitted they had enrolled for further education until they could gain employment. This indicates an acceptance of the philosophy expressed with respect to unemployment. In turn these examples of success of the philosophy filter down via the small community to the present students. In this way old attitudes change and new attitudes become established.

CHAPTER 10

SUMMARY AND CONCLUSIONS

The employment situation which prompted the commencement of this project was a quite grave one with unemployment in Australia running at 5.4% during November, 1979 (Australian Bureau of Statistics, December 1980). The Tasmanian unemployment situation was even worse at 5.9% and it was the young school leavers in the 15 to 19 year age group who were being most adversely affected. Unemployment in this age group for November, 1979 was 17% Australia-wide and 18.5% in Tasmania (Australian Bureau of Statistics, December 1980).

Unemployment was of even greater concern in the rural sector. Whilst the majority of industries were showing a growth in the number employed the opposite was true of the rural industry where there had been a decline (Horn, 1975, 53 and Behrens, 1978, 29). This situation was being further aggravated within the Richmond Valley, Campania and Colebrook regions by a continuing drought which was seriously affecting the viability of many rural holdings.

The findings of several research projects conducted in Tasmania (eg. Behrens, 1978, Madeen, 1980) have shown that the situation with respect to employment and further education for country students was not a good one. Country students do not proceed with further education to the same extent as city students (Research Branch, Education Department of Tasmania, 1983) and they find it more difficult to procure employment (Behrens, 1975, Behrens, 1978, Stoessiger, 1980, Stoessiger, 1982).

In order to help reduce these differences, in 1980 a comprehensive programme of transition education was introduced at the Campania District High School as a school-based initiative. This programme developed over a three year period to include work experience for both grade 9 and 10

students, 100 minutes a week of formal transition education classes for each of the grade 9 and 10 classes, 50 minutes per week of career education for grade 8 students and 50 minutes per week during the latter half of the year in self-awareness for the grade 7 students.

Due to staff inexperience and the need for continuity the programme was guided by a single senior member of staff (in fact the only senior staff member in the secondary school apart from the principal). This was considered more desirable than the generally favoured approach of integrating all such studies into the formal curriculum (Transition Education Development Group, 1982). Integration was effected where the expertise of individual teachers could be capitalized upon in areas such as health education and personal relationships, but integration was minimal and closely monitored by the coordinator.

The teaching of transition education by a single senior member of staff has proven to be highly successful. The progress of individual students can be monitored effectively and the communication of vocational information made more efficient. When one person feels the total responsibility for the effectiveness of a programme things get done (especially if that individual is an experienced senior member of staff). When responsibility is shared the effectiveness of the programme may be limited by the weaker (or more inexperienced) members of the team.

At a recent meeting of transition education coordinators (Bellerive CES, August 1983) general dissatisfaction was expressed with the integrated approach to transition education. It was generally felt that one expert who is currently in touch with the employment scene is far better than a range of teachers who are not. It was further felt that this area is becoming too complex to be another additional responsibility which can be assumed capably by all teachers.

Since the commencement of the programme the unemployment situation has worsened and the latest available statistics for April, 1983 indicate that Australia wide unemployment is currently 10.6%. The 15 to 19 year age group is again the critically affected sector of the population with 25.4% of its members seeking full-time employment. The Tasmanian scene presents an even worse picture with 11.7% of the workforce and 28.2% of the 15 to 19 year age group unemployed and seeking full-time employment (Australian Bureau of Statistics, June 1983).

A statistical analysis of the 1982 grade 10 leavers for Campania District High School (table 16) reveals some startling comparisons with the Tasmanian employment figures and further education retention rates. Despite the gloomy picture painted for rural students in 1979 and a situation which has generally worsened since then, the students of this school are doing better than could reasonably be expected on the basis of these statistics.

All of the schools 1982 school leavers have been engaged in employment or further education since leaving school, which compares more than favourably with the April 1983 unemployment figure of 28.2% for the 15 to 19 year age group.

The retention rate of students to further education has shown a similar improvement. Prior to 1980 only one student from the Campania District High School had proceeded to further education. Evaluation of the 1982 school leavers shows that 60% of the students proceeded with further education in the form of Higher School Certificate studies, Technical College courses, correspondence courses, apprenticeships or dental nursing. The participation rate of these students in TAFE (40%) is in excess of double the state average (17.3%) and the retention rate of students to grade 11 (20%) is marginally higher than the state average for rural students (17.1%) (Langford and Andrews, 1983).

It is very difficult to determine the extent to which the transition education programme may have been effective in and responsible for the employment and further education improvements at the Campania District High School.

In some cases employment has been achieved as a direct result of work experience placements, with a number of students being employed by their work experience supervisor with others receiving apprenticeships or jobs as a direct result of personal recommendations given by their work experience supervisors.

The comprehensive transition education programme which is operating ensures that students attending work experience sessions have been thoroughly prepared and therefore more able to impress as an employable product of the school. This, in turn, ensures that the name of the Campania District High School will, in future, be a more valuable form of currency on the employment market, thus increasing the chances of our students gaining employment.

The transition education programme is not to be seen as an exclusively job gaining device. It is designed to assist students to overcome and cope with any and all of the transition problems they may encounter in moving from the high school situation to whatever lies beyond, be it employment, further education or unemployment. It must, however, be realized that many employers do use the work experience scheme as a means of screening potential employees for positions which will become available at the end of the year. It is important that students attending work experience sessions are aware that this happens in order that they may view the session as a potentially valuable opportunity to impress.

One could also speculate on the extent to which other activities contribute to the future employment prospects of students. Units such as

those designed to teach students to prepare better job applications or to perform more effectively in an interview could increase the chances of students gaining employment. But who can definitely say that each of these could make the difference between a student getting or not getting a particular job or that the student would not have secured that job anyway, regardless of such units.

One must assume that some teaching is better than no teaching and since it can be demonstrated that the student has shown an improvement in these essential job getting skills then his chances of gaining employment are improved. With unemployment running at its present high rate and more people looking for jobs than there are jobs available then those who are better prepared may have the edge in gaining employment.

One fact which emerges from all of this, however, is that transition education programmes such as this can only result in a 'reshuffling of the pack'. Those students who are now better prepared in job getting skills may displace those who are not. If all schools were to offer a programme similar to the one described herein then there may be no overall net effect. The introduction of transition education into the curriculum at the Campania District High School may have had the effect of gaining employment for the students at this school at the expense of those less well-prepared students from other schools.

It is important to re-emphasize at this stage that the transition education programme described in this dissertation is not exclusively a job getting device. Rather it is designed to assist students with the transition from school to whatever may lie beyond in the community. From this point of view there are many aspects of any transition programme which are very difficult to evaluate. The effectiveness of such programmes in improving for example, the budgeting

skills of future adults, or in minimizing psychological problems associated with the transition from school is beyond the scope of this thesis. Such long term studies could form the basis of future theses or research studies by the Research Branch of the Education Department of Tasmania.

The extent to which the transition education programme may have contributed to the increased retention rates of students to further education is also difficult to determine accurately. After a number of years of having imbibed the attitudes and philosophy of the programme many students could not reasonably say whether the course had influenced them to continue to further education or whether they would have continued regardless. But at least three students who did continue onto further education and who subsequently gained employment during that year stated that they had been influenced during the programme to continue with further education whilst seeking employment. A further two students, the trainee dental nurse and one apprentice gained their positions as a direct result of work experience placements. The transition education programme was, therefore, responsible in some way for the retention of some students to further education.

Arising from this study are the following recommendations aimed at improving the transition process and future opportunities of District High School students.

1. A formal programme of Transition Education should become an essential component of the District High School curriculum.
2. Such a programme should be administered by a senior member of staff.
3. Transition education should be taught as a separate subject rather than integrated with existing subjects.
4. Careers education should be commenced as early as grade 7.

5. Students in District High Schools should be offered work experience in both grade 9 and grade 10.
6. An active effort should be made to increase the retention rate of District High School students to further education.
7. The Tasmanian Education Department should initiate a series of studies to determine the effectiveness of various aspects of transition education.
8. The Tasmanian Education Department should positively discriminate in favour of District High Schools with respect to funding for the establishment and maintenance of transition education programmes.

APPENDIX 1

The objectives listed below are those for grade 8 careers and grade 9 and 10 transition education. Many of the objectives have been derived from various publications and are relevant to activities from the same source. In many cases the objectives have been modified in the light of experience to more closely match the needs of our students.

The main source of reference for objectives has been the Careers Resource Guide which is used extensively throughout years 8 to 10. This publication has the advantages that one copy is provided free to schools and copyright clearance has been provided for school use. This guide is, therefore, a means of providing educationally sound material at minimal cost - a potent factor in the relatively poorer economic climate of the small country school.

GRADE 8 CAREERS EDUCATION OBJECTIVES

Why Work?

- 8A.1 To assist students to understand the meaning of the word 'work' and how people have different concepts of what constitutes work.
- 8A.2 To explore the ways in which work can be important to individuals.
- 8A.3 To explore the importance of work to our society and to realize the social implications of change in the kind and nature of work over time.
- 8A.4 To think about future work alternatives.
- 8A.5 To think about alternatives to full-time paid employment.

Job Satisfaction

- 8B.1 To introduce students to the idea that jobs can be satisfying for any of a number of different reasons.
- 8B.2 To stimulate students, thinking about how different kinds of jobs can be satisfying in different ways.

General Career Awareness

- 8C.1 To introduce students to the activity of job investigation and to examine important features of a job.
- 8C.2 To get students to think about specific jobs that they may know something about.
- 8C.3 To investigate the pros and cons of the various jobs which students are interested in.
- 8C.4 To expand the student's awareness of different tasks and the necessary tools at work and to show that the same activity may be conducted in several jobs.
- 8C.5 To expose students to the names of jobs which are new and unfamiliar.
- 8C.6 To help students see that different jobs may have features or characteristics in common.
- 8C.7 To encourage to students to note differences between similar sounding jobs.
- 8C.8 To identify jobs from the things a worker might say while on the job.
- 8C.9 To stimulate students to think about the special requirements that certain jobs might have.
- 8C.10 To encourage students to look at specific work tasks and the tools that might be used in particular jobs.

- 8C.11 To indicate to students the variety of people and jobs which can exist in one work setting.

Getting to Know Yourself

- 8D.1 To illustrate that people are individuals and need not all like or be good at the same things.
 8D.2 To think about why it helps to look at oneself when deciding on jobs and careers.
 8D.3 To provide students with an opportunity to project themselves into a work role.
 8D.4 To stimulate students who always think of themselves in one job, to think of themselves in another.
 8D.5 To encourage students to look at themselves and the things which they can already do.
 8D.6 To encourage students to look at abilities which are required or useful in certain jobs.

Progress at School and Study Methods

- 8E.1 To assist students in examining their own performance in school subjects.
 8E.2 To help students become aware of their own study patterns.
 8E.3 To provide students with the opportunity to think about ways of improving their study habits and experimenting with others.
 8E.4 To get students to examine how long their concentration span is, how many breaks they usually take between study periods and what they do during these breaks.

School Subjects Related to Careers, Further Education and Training

- 8F.1 To assist students in examining their own performance in school subjects and to start them thinking about the possible relevance of this to future decisions about jobs.
 8F.2 To give students information on the various types and levels of education and training associated with different occupations.
 8F.3 To help students become aware of the range of tertiary or continuing education and training available to them.
 8F.4 To encourage students to consider the advantages and disadvantages of doing further studies.
 8F.5 To help students think about the different types of study and learning situations.

Looking at Jobs in Terms of Interests

- 8G.1 To encourage students to explore their interests and hobbies, and to start thinking about jobs which might satisfy those interests.
 8G.2 To help students look at the sorts of occupational activities which interest them.
 8G.3 To help students look at their careers in terms of interests.
 8G.4 To encourage students to think about the advantages and disadvantages which might be connected with jobs in each of the interest categories.
 8G.5 To demonstrate that you might not be good at the job you like, but that there may be similar or related jobs that you are good at.

Other Ways of Looking at Jobs

- 8H.1 To make students aware of the way in which all establishments or businesses rely on the interaction of a number of people doing different jobs.
- 8H.2 To introduce students to another way of classifying jobs, in terms of an industry grouping.
- 8H.3 To help students think about what sort of industries and jobs there are within travelling distance from them and to which they are prepared to commute.
- 8H.4 To get students to look more closely at the skills necessary to perform certain jobs, and to understand how jobs can be grouped in terms of requirements for skill, training and education.

Men and Women in Employment

- 8I.1 To start thinking about the jobs which men and women do, and whether they themselves see any differences.
- 8I.2 To note the number of men doing traditionally female jobs and vice versa.
- 8I.3 To encourage students to discuss their own perceptions about the jobs which men and women might do.
- 8I.4 To explore the community's perception about the jobs which men and women might do.
- 8I.5 To help students become aware of changes in the pattern of women's participation in the workforce.
- 8I.6 To make students aware of the rates in which male and females are usually portrayed by the media.

Job Investigation

- 8J.1 To expose students to vocabulary that may be useful in their job/career investigation and decision-making.
- 8J.2 To get students to think about the kinds of places where they can obtain more specific job information.
- 8J.3 To allow students to experience first hand the types of services available from the Careers Reference Centre and the Commonwealth Employment Service.
- 8J.4 To provide an aid to help students consider various aspects of jobs no matter where they are.
- 8J.5 To show students how to go about a detailed study of an occupation which interests them.

GRADE 9 TRANSITION EDUCATION OBJECTIVES

Decision Making

- 9A.1 To encourage students to think about different ways of making decisions.
- 9A.2 To encourage students to think about decision making in relation to jobs.
- 9A.3 To clarify the role which other people can play in assisting students to make career decisions.
- 9A.4 To examine the advantages and disadvantages, and the difficulties in changing jobs or careers.
- 9A.5 To provide practice in decision making.

Parental Involvement

- 9B.1 To encourage parents to become involved in the transition process of their children from school to work.
- 9B.2 To encourage parents to become involved in the decision making process related to their children's future employment.
- 9B.3 To identify and demonstrate ways in which parents can be involved in their children's job planning.
- 9B.4 To assist students to become aware that parental experience and knowledge can be drawn on as a useful and ready source of information
- 9B.5 To help students consider the adult and parental roles and the responsibilities that are soon likely to face them.
- 9B.6 To encourage students to examine their parents more closely as adult working people in the working role.
- 9B.7 To encourage students to involve parents in choosing and finding jobs, and to explore the knowledge that parents may have about specific jobs.

Job Search

- 9C.1 To develop students' awareness that job searching requires initiative and active searching on their part.
- 9C.2 To demonstrate the competitive nature of the job market.
- 9C.3 To encourage students to think as broadly as possible about different sources of job vacancies.
- 9C.4 To acquaint students with the job placement facilities of the Commonwealth Employment Service.
- 9C.5 To familiarize students with the format of the 'situations vacant' section of the newspaper and to teach them how to extract relevant information.
- 9C.6 To familiarize students with the layout and content areas of the phone directory.
- 9C.7 To help students become aware of 'on-the-spot' sources of vacancies, how to find them and what sorts of jobs they cover.
- 9C.8 To introduce students to other, perhaps less obvious, avenues for finding out about job vacancies.
- 9C.9 To emphasize the advantages of personal initiative in job seeking.
- 9C.10 To point out to students the value of personal contacts in job seeking.
- 9C.11 To help students to be realistic about current employment opportunities.

Work Adjustment

- 9D.1 To encourage students to think about the task of meeting and adjusting to new people at work experience and eventually work.
- 9D.2 To make students aware of the things they should try to find out the first few days in a new job.
- 9D.3 To make students aware of some of the factors involved in getting along with fellow workers.
- 9D.4 To prepare students for some of the situations which may arise in a new job.
- 9D.5 To clarify students' awareness of employer expectations about behaviour.
- 9D.6 To help students face some of the worries they might have after working for a short time.
- 9D.7 To allow students to practise the above in a real work situation.

Work Experience

- 9E.1 To provide students with the practical experience in occupational areas in which they are interested.
- 9E.2 To allow students to participate and/or observe the skills required in a particular job.
- 9E.3 To enable students to assess the requirements for a particular job and determine whether their own personal capabilities are suitable.
- 9E.4 To give students a framework which will allow them to more realistically assess their own preparedness to enter the workforce.
- 9E.5 To enable students to gain first-hand experience of and an insight into what it is like to be a member of the workforce.
- 9E.6 To provide students with the knowledge, skills and attitudes which will lead to an easier transition from school to the workforce.
- 9E.7 To help students develop the confidence to make the transition from school to work.
- 9E.8 To motivate students to achieve the educational standards required for their preferred occupation.
- 9E.9 To allow students to try alternatives and to make mistakes in the work situation and choice of jobs which are not irrevocable and from which they may learn.

The Law

- 9F.1 To enable students to realize and debate the necessity for laws.
- 9F.2 To expose students to the point of view of the law enforcers, the police.
- 9F.3 To familiarize students with the types of courts and their functions.
- 9F.4 To define criminal law and civil law and enable students to differentiate between them.
- 9F.5 To explain to students the meaning of torts and allow them to judge situations for themselves.
- 9F.6 To examine the implications of contract law.
- 9F.7 To allow students to become familiar with the different types of warranty, their rights as a buyer and responsibilities as a seller.
- 9F.8 To acquaint students with the legal aspects of borrowing money.
- 9F.9 To develop students' awareness of the legal responsibilities of being a car owner or driver.
- 9F.10 To inform students about wills.
- 9F.11 To show students how to go about getting legal help or advice.
- 9F.12 To familiarize students with their social and legal responsibility under the law.

Trade Unions

- 9G.1 To familiarize students with the concept of trade unions and their membership.
- 9G.2 To acquaint students with what unions do.
- 9G.3 To explain to students the organization and functioning of trade unions.
- 9G.4 To inform students of the manner in which unions achieve their objectives.
- 9G.5 To give students knowledge concerning the major activities of Australian Trade Unions.
- 9G.6 To give students the opportunity to question and discuss trade unions with a representative of the Trade Union Training Authority.

Apprenticeships

- 9H.1 To introduce students to the concept of apprenticeships.
- 9H.2 To make students aware of the requirements necessary to become an apprentice.
- 9H.3 To stimulate students considering applying for an apprenticeship (next year) to improve their chances.
- 9H.4 To give students an idea of the range of apprenticeships available and the educational prerequisites and other requirements necessary.

Money Management

- 9I.1 To introduce students to the concepts of money management and budgeting.
- 9I.2 To familiarize students with the range of saving and lending institutions and the relative merits of each.
- 9I.3 To give students the opportunity to hear first-hand how the various financial intermediaries function, from representatives of each.
- 9I.4 To make students aware of the every-day means of money transactions such as cheques, bankcard etc.
- 9I.5 To allow students to practise completing the great variety of forms associated with finance institution transactions.
- 9I.6 To acquaint students with the means available of obtaining finance for important purchases such as a car or house.
- 9I.7 To give students the opportunity to look in detail at two specific areas of budgeting which are important ie. buying and running a car and buying and maintaining a home.
- 9I.8 To foster the awareness of the need to be a discerning consumer in today's society.
- 9I.9 To introduce students to the concept of insurance.
- 9I.10 To familiarize students with the range of insurances available.
- 9I.11 To give students the opportunity to discuss insurance with a representative of the insurance industry.
- 9I.12 To familiarize students with the taxation system and their obligations.

GRADE 10 TRANSITION EDUCATION OBJECTIVES

Applying for a Job

- 10A.1 To encourage students to be systematic about applying for jobs.
- 10A.2 To acquaint students with some of the more common terms and abbreviations used in newspaper advertisements.
- 10A.3 To develop students' ability to read critically newspaper advertisements and to direct them towards searching out specific information.
- 10A.4 To develop students' confidence in writing job applications.
- 10A.5 To provide students with experience in writing job applications and to encourage them to critically assess their efforts.
- 10A.6 To increase students' telephone skills.
- 10A.7 To provide students with practice in making contact with employers by telephone.
- 10A.8 To help students understand the importance of a good job application letter and to develop students' ability to discriminate between a good and a poor application.

- 10A.9 To familiarize students with the type of standard application form they are likely to come across, and to help them produce a neat, accurate form.
- 10A.10 To encourage students to think about difficult questions on application forms.
- 10A.11 To encourage students to be constructive about rejection, and to learn from their mistakes.

The Interview

- 10B.1 To help students understand what an employment interview is and the reasons for its use.
- 10B.2 To help students develop strategies which will help them to prepare for job interviews.
- 10B.3 To develop students' ability to cope with the interview situation.

Rights and Responsibilities at Work

- 10C.1 To get students thinking about what their responsibilities to an employer might be.
- 10C.2 To help students realize that a promotion should not be seen as a worker's 'right'.
- 10C.3 To help students become aware of what rights they want or expect from a job; and what conditions can be expected if the job is covered by an award.
- 10C.4 To develop students' awareness of what might be added or deducted from their net pay, either compulsorily or at their own request.
- 10C.5 To extend students' knowledge of the concepts of unions, union members and awards etc.
- 10C.6 To develop an understanding of the protection employees have in the event of loss of earning power through work related accidents or disease.
- 10C.7 To review the students' knowledge of the steps involved in settling a union dispute.

Going it on your Own

- 10D.1 (i) To help students become aware of the many and varied forms of accommodation/living arrangements that exist.
(ii) To assist students decide what form of accommodation they prefer.
- 10D.2 To help students become aware of 'on-the-spot' sources of accommodation vacancies, how to find them and what type of accommodation they cover.
- 10D.3 To familiarize students with the section in the newspaper that gives information about available accommodation.
- 10D.4 To provide practice in obtaining information about, and applying for, accommodation.
- 10D.5 To stimulate students into considering what household goods might be required if they moved into unfurnished accommodation, and where they would go to obtain these.
- 10D.6 To involve students in thinking about forms of money saving.
- 10D.7 To involve students in comparing prices, places of purchase and methods of payment for daily shopping items.
- 10D.8 To develop students' understanding of balanced diets and the nutritional value of various foods; different kilojoule requirements for different occupations; and their own palate; ie. likes and dislikes.

- 10D.9 To examine the amount of exercise done by students and members of the working community.
- 10D.10 To re-examine insurance, and review the many types of insurance available.
- 10D.11 (i) To develop students' awareness that every earning person has to submit a taxation return, and what this involves.
(ii) To develop students' awareness of State and Commonwealth elections and their implications for those aged 18 years and over.
- 10D.12 To explore various means of transport and the pros and cons of taking each.
- 10D.13 To remind students to look at the advantages and disadvantages of having a system for budgeting money.
- 10D.14 To re-explore important items of expenditure and methods of budgeting money.
- 10D.15 To help students become aware of the many and varied facilities available to the public for help with law, employment, unemployment, leisure, education, personal problems etc.

Unemployment

- 10E.1 To encourage students to examine the reasons why some people may have difficulty in finding work.
- 10E.2 (i) To encourage students to examine the different attitudes which people might have towards the unemployed.
(ii) To evaluate their own attitudes toward unemployment.
- 10E.3 To help students realise that unemployed people can do a great many things to help themselves.
- 10E.4 To encourage students to think carefully about the value of returning to school if a job does not eventuate.
- 10E.5 To help students understand some of the difficulties of unemployed people and the agencies and organizations which can be of assistance to the unemployed person.
- 10E.6 To make students aware of the ways in which the Commonwealth Employment Service can assist them.
- 10E.7 (i) To encourage students to find out what self-help groups do;
(ii) To explore the advantages of belonging to a self-help group; and
(iii) To find out how to join such a group.

Leisure

- 10F.1 To introduce the concept of leisure.
- 10F.2 To derive a definition of leisure.
- 10F.3 (i) To demonstrate that leisure interests may change over time.
(ii) To develop an awareness that people who enjoy the same activities at work may enjoy completely different activities outside work.
- 10F.4 To examine some of the functions of leisure.
- 10F.5 To help students become aware of the social and economic implications of leisure.
- 10F.6 To examine how much time and money students spend on leisure and how these may change with employment.
- 10F.7 To encourage students to examine attitudes to leisure and what this implies for attitudes to work.
- 10F.8 To emphasize that physical activity/sport need not end when students leave school.

Work Experience

- 10G.1 To provide students with practical experience in another occupational area in which they are interested or further experience in the same occupational area but with a different employer.
- 10G.2 To allow students to participate and/or observe the skills required in a particular job.
- 10G.3 To enable students to assess (or reassess) the requirements for a particular job and determine whether their own personal capabilities are suitable.
- 10G.4 To enable students to again gain first-hand experience of and a further insight into what it is like to be a member of the workforce.
- 10G.5 To give students a framework which will allow them to more realistically assess their own preparedness to enter the workforce.
- 10G.6 To provide students with the knowledge, skills and attitudes which will lead to an easier transition from school to the workforce.
- 10G.7 To help students develop the confidence to make the transition from school to work.
- 10G.8 To motivate students to achieve the educational standards required for their preferred occupation.
- 10G.9 To allow students to try alternatives and to make mistakes in the work situation which are not irrevocable and from which they may learn.

Apprenticeships

- 10H.1 To enable students to review the concept of apprenticeships.
- 10H.2 To encourage students to be aware of the requirements necessary to become an apprentice.
- 10H.3 To stimulate students considering applying for an apprenticeship to improve their chances.
- 10H.4 To make students aware of the range of apprenticeships available for which they might apply.
- 10H.5 To make students aware of the prevocational courses which exist.
- 10H.6 To assist and guide students in the decision making process.
- 10H.7 To lend help to students by assisting (if necessary) with the completion of application forms or letters to the best advantage of the student.

Further Education

- 10I.1 To expand students' awareness of the educational provisions open to them after leaving high school.
- 10I.2 To make it possible for students to get information concerning further education from the appropriate authorities.
- 10I.3 To encourage students to view further education as a superior alternative to unemployment.
- 10I.4 To foster in students the concept of on-going education throughout their life-time.

City Orientation

- 10J.1 To enable students to develop a greater degree of confidence in seeking help, obtaining services and general movement around the city.
- 10J.2 To give students the opportunity to make use of the city's resources on an individual basis.

APPENDIX 2CITY ORIENTATION ACTIVITIES

Retail Purchasing

Travel

Colony 47

Estate Agent

Wesley Hall

Savings Bank of Tasmania

Career Reference Centre



TELEPHONE: 62 4133

District High School
Campania,

TASMANIA, 7202

CITY ORIENTATION EXERCISE.

RETAIL PURCHASING.

If you are buying any articles which are relatively expensive, it is foolish to do so without first getting price quotes from several dealers. Very often, there is a huge difference in price - dealers who advertise extensively often pass the advertising costs on to the buyer - they can do this because people do not look around for the best buy. Another dealer who does not advertise extensively, may have the article at a much lower price. You should gain experience in asking about prices and quality etc.

As an exercise, imagine that you want to buy

.....

Go to at least four electrical retailers.

(a) At each retailer, get a price

Retailer	Price
.....
.....
.....

If the item you are after is not available find the cost of a comparable item.

(b) What are the features of the item. Is there an item of comparable cost which is of better quality or has more features?

.....

.....

.....



TELEPHONE: 02 4133

District High School
Campania,

TASMANIA, 7202

CITY ORIENTATION EXERCISE.

Travel - Ansett or TAA

Go to the Ansett or TAA Terminal and ask one of the officers for the following information.

(a) Is it possible to get to Brisbane by 1.00 p.m. if you leave Hobart on the earliest possible flight?

(b) Is there a student concession on flights to the mainland? If so, who is eligible and what is the discount?

(c) Is there a group concession on trips to, say, Melbourne? If so, how many must be in the group?

(d) Air fares:

Normal return to Melbourne \$.....

Student concession return to Melbourne \$.....

Group concession return to Melbourne \$.....

For a group of 20 students, what would be cheapest, a student concession or a group concession?

(e) What are Apex and Super-Apex fares?

COLONY 47

This is a meeting place in an old church building. Find its address in the phone book and go there.

It is a place where young people can go and talk to either its founder, Jim Colville, or one of the Project Officers, Eric, Marg and Karen, about almost anything. There might be difficulties in getting a job, or a hassle with a landlord, or some trouble that you just want to chat to someone about. You can go there just for coffee or a game of 8 ball. The purpose of your visit there is just to find out about the place, so that you have one more contact in the city next year, if you need it. Ask for one of the project officers (Eric, Marg and Karen) they are expecting you.

ESTATE AGENT

Go to E. E. Flint Estate Agent, 40 Murray Street (you will be expected). The purpose of your visit is to find out all you can about getting a roof over your head in the city.

1. What are the advantages and disadvantages of
 - boarding
 - flatting
 - travelling from the country ?
2. How do you go about finding board, or a flat to rent?

What is a reasonable price?

Are there any traps?

3. Make sure you ask all the questions you can. You will almost certainly be in such a situation within the next few years.

WESLEY HALL - Max Stansall

It is sometimes important, when you are in a strange city, to have some contact you know you can always go to. Max Stansall has his office fairly close to the centre of the city, and it is worth knowing where he is and how to make contact with him. His job is to help people who live or work in the city. It may be helping them find friends, or a youth club, or some other activity. Or it may mean helping them with a personal problem; sometimes it's hard to know who you can talk to about private and personal matters. The purpose of your visit to Wesley Hall is so that there is at least one person you know you can go and talk to.

Go in through the front door of the hall; it fronts right on to Melville Street.

SAVINGS BANK OF TASMANIA - (Corner Murray & Collins Streets)

Ask for Mr. Sphinx - he is expecting you at 10.30 a.m.. The purpose of your visit is to find out all you can about how to handle your monies.

Make sure you find out about

- Savings Accounts
- Cheque Accounts
- Bankcard
- Overdrafts
- Loans

Ask about hire purchase. Ask about fixed deposit accounts.

CAREER REFERENCE CENTRE.

The Career Reference Centre is on the basement level of the A.M.P. Building, corner of Elizabeth and Collins Streets. You enter it from the Collins Street side.

The Career Reference Centre is designed to enable people to find out what they want to know about particular careers, and to help them choose a career suited to their own interests and abilities. Mr. Sawford is the Manager. Find out what the Centre has to offer and how you can use it to your own advantage.

While you are in Hobart, you can always go into the Centre to sit down and have a breather, or rest the weary legs.

Find out all you can about any jobs that you may be interested in.

APPENDIX 3

POST GRADE 10 TRANSITION EDUCATION SURVEY



TELEPHONE 62 4133

*District High School
Campania,*

TASMANIA, 7202

Dear

I am endeavouring to follow up the effectiveness of the transition education programme which was conducted at the school last year. In order to do this I ask if you would be so kind as to complete the form below and return it to the school at your earliest convenience.

It is important that we get this type of feedback about the effectiveness of our programme since it is designed to meet the needs of the students. You are in the unique position of having recently experienced two facets of life - that at school and that beyond school. For this reason your comments are valued.

To those of you who have been fortunate in finding employment or have continued on to further education may I extend my best wishes that the future goes well. If you are still seeking employment my hope is that your search should soon prove to be fruitful. Should you require any assistance and we are able to help please do not fail to contact us, we would be only too happy to assist you in any way we can.

Yours faithfully,

DARREL G. HARRINGTON.
Senior Master

POST GRADE 10 TRANSITION EDUCATION SURVEY.

NAME:

1. Have you continued on to further education . yes/no

If your answer is 'yes' where

What course or subjects are you studying

.....

.....

2. If you have not continued on to further education have you found employment (full-time, part-time, casual) yes/no

If you are working full-time

(a) Where are you working?

(b) What is the nature of your work?

.....

(c) Was this your first choice of employment?

.....

(d) Any other comments

.....

If you are working part-time please give details

.....

.....

If you find casual employment please give details
(e.g. how often, for how long etc.)

.....

.....

3. Are you employed at the present time? yes/no

4. If not employed at the present time have you been employed since leaving school. yes/no

If you have been employed since leaving school but you are unemployed at the moment please give details.

.....

.....

5. Transition Education.

Are you finding that the type of things covered by transition education are now

*please tick the
appropriate response
or responses*

very important
important
useful
some parts are useful
of some interest
of no use

Outline those aspects of transition education which you find are useful

.....
.....

Outline any aspects of transition education which you feel are of no use or limited use

.....
.....

Can you think of improvements which could be made to the transition education course.

.....
.....

6. Work Experience.

Did you find work experience valuable? Yes/No
Please outline any aspects of work experience which you found valuable or liked.

.....
.....

Outline any aspects of work experience which you feel were not valuable or you disliked.

.....
.....

Could any improvements be made to the work experience programme?

.....
.....

7. General Education.

Outline any aspects of your education which you found valuable or liked

.....
.....

Outline any aspects of your education which you feel were not valuable or you disliked

.....
.....

Could any improvements be made to the programme of general education?

.....
.....

Can you suggest any other improvements which could be made to the School which would be beneficial to future students?

.....
.....
.....

Thank you very much for your co-operation in completing this questionnaire. Would you please return it at your earliest convenience to

Darrel G. Harington,
Campania District High School,
CAMPANIA. 7202

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